



# THE SOUTHERN ASSOCIATION QUARTERLY

Volume VII

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Number 1

## The Southern Association of Colleges and Secondary Schools: General and Historical Information

### ORIGIN AND PURPOSES OF THE ASSOCIATION

The association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purposes of the meeting, as stated, were:

1. To organize Southern schools and colleges for cooperation and mutual assistance;
2. To elevate the standard of scholarship and to effect uniformity of entrance requirements;
3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College (Duke University). Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snively, 1926-1937; Shelton Phelps, 1937—.

The aims and standards of the Association are set forth in its Constitution, pages 213-235, this issue.

### OFFICIAL ROSTER OF THE ASSOCIATION

#### OFFICERS, 1943

President: President G. D. Humphrey, Mississippi State College, State College, Mississippi.

Vice President: Dean C. C. Colvert, Northeast Junior College, Monroe, Louisiana.

Vice President: Principal P. H. Dagneau, Marist High School, Atlanta, Georgia.

Secretary-Treasurer: President Shelton Phelps, Winthrop College, Rock Hill, South Carolina.

#### EXECUTIVE COMMITTEE, 1943\*

Superintendent H. B. Heidelberg, Clarksdale, Mississippi (1943).

Professor W. R. Smithey, University of Virginia (1943).

Principal A. J. Geiger, St. Petersburg, Florida (1944).

Dean Andrew Smith, Spring Hill College (1944).

President W. J. McConnell, North Texas State Teachers College (1945).

Registrar J. R. Robinson, George Peabody College for Teachers (1945).

Professor M. E. Ligon, University of Kentucky (Immediate Past President).

President and Secretary, *ex officio*.

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\* The dates following names of the members of the Executive Committee indicate the academic year in which the term of each member expires. "1943" means the end of the Annual Meeting for the year 1943-44, and so on.—EDITOR.



## ROLL OF MEMBERS

### LIST OF APPROVED UNIVERSITIES AND COLLEGES OF THE ASSOCIATION, DECEMBER 4, 1942

#### UNIVERSITIES AND SENIOR COLLEGES

(Alphabetically arranged with names of their presidents and date of their election to membership.)

- Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)
- Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, LL.D., President (1924)
- Alabama College, Montevallo, Alabama, A. F. Harman, B.S., LL.D., President (1925)
- Alabama Polytechnic Institute, Auburn, Alabama, L. N. Duncan, M.S., LL.D., President (1922)
- Alabama, University of, University, Alabama, Raymond R. Paty, LL.D., President (1897)
- Appalachian State Teachers College, Boone, North Carolina, B. B. Dougherty, D.Ed., President (1942)
- Asbury College, Wilmore, Kentucky, Z. T. Johnson, Ph.D., President (1940)
- Baylor University, Waco, Texas, Pat M. Neff, LL.B., LL.D., President (1914)
- Berea College, Berea, Kentucky, Francis S. Hutchins, M.A., LL.D., President (1926)
- Birmingham-Southern College, Birmingham, Alabama, George R. Stuart, Jr., A.M., LL.D., President (1922)
- Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowery, Ph.D., President (1927)
- Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, M.A., D.D., President (1925)
- Carson-Newman College, Jefferson City, Tennessee, James T. Warren, M.A., LL.D., President (1927)
- Catawba College, Salisbury, North Carolina, Alvin Robert Keppel, D.Pd., LL.D., President (1928)
- Centenary College, Shreveport, Louisiana, Pierce Cline, M.A., LL.D., President (1925)
- Centre College, Danville, Kentucky, James H. Hewlett, Ph.D., Acting President (1904)
- Charleston, the College of, Charleston, South Carolina, George D. Grice, A.M., President (1916)
- Chattanooga, University of, Chattanooga, Tennessee, David Lockmiller, Ph.D., President (1910)
- Clemson College, Clemson, South Carolina, Robert Franklin Poole, Ph.D., D.Sc., President (1927)
- Coker College, Hartsville, South Carolina, C. S. Green, M.A., D.D., Litt.D., President (1923)
- College of William and Mary, Williamsburg, Virginia, John E. Pomfret, Ph.D., President (1921)
- Columbia College, Columbia, South Carolina, J. C. Guilds, M. A., Litt.D., President (1938)

- Converse College, Spartanburg, South Carolina, E. M. Gwathmey, M.A., Ph D.,  
President (1912)
- Davidson College, Davidson, North Carolina, John R. Cunningham, D.D., LL.D.,  
President (1917)
- Delta State Teachers College, Cleveland, Mississippi, William M. Kethley, M.A.,  
President (1930)
- Duke University, Durham, North Carolina, R. L. Flowers, A.M., LL.D., Pres-  
ident (1895)
- East Carolina Teachers College, Greenville, North Carolina, Leon R. Meadows,  
Ph.D., President (1927)
- East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., LL.D.,  
President (1925)
- Eastern Kentucky State Teachers College, Richmond, Kentucky, W. F. O'Donnell,  
A.B., A.M., President (1928)
- Emory and Henry College, Emory, Virginia, Foye G. Gibson, A.B., President (1925)
- Emory University, Atlanta, Georgia, Goodrich C. White, Ph.D., LL.D., President  
(1917)
- Ersine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
- Florida Southern College, Lakeland, Florida, Ludd M. Spivey, B.D., LL.D.,  
President (1935)
- Florida State College for Women, Tallahassee, Florida, Doak S. Campbell, Ph.D.,  
President (1915)
- Florida, University of, Gainesville, Florida, John J. Tigert, A.M., LL.D., President  
(1913)
- Furman University, Greenville, South Carolina, John Laney Plyler, LL.B., LL.D.,  
President (1924)
- George Peabody College for Teachers, Nashville, Tennessee, S. C. Garrison, Ph.D.,  
President (1915)
- Georgetown College, Georgetown, Kentucky, Samuel S. Hill, LL.D., President  
(1919)
- Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President  
(1923)
- Georgia State College for Women, Milledgeville, Georgia, Guy H. Wells, A.M.,  
LL.D., President (1925)
- Georgia State Woman's College, Valdosta, Georgia, Frank R. Reade, Ph.D., Pres-  
ident (1929)
- Georgia Teachers College, Collegeboro, Georgia, A. M. Gates, A.B., President  
(1935)
- Georgia, University of, Athens, Georgia, H. W. Caldwell, LL.B., LL.D., President  
(1909)
- Greensboro College, Greensboro, North Carolina, Luther L. Gobbel, Ph.D., Pres-  
ident (1926)
- Guilford College, Guilford, North Carolina, Clyde A. Milner, Ph.D., President  
(1926)
- H. Sophie Newcomb Memorial College (Vid. Tulane University), Rufus C. Harris,  
LL.D., President (1903)
- Hampden-Sydney College, Hampden-Sydney, Virginia, Edgar G. Gammon, D.D.,  
LL.D., President (1919)
- Hardin-Simmons University, Abilene, Texas, William Richardson White, Th.D.,  
D.D., President (1927)
- Hollins College, Hollins, Virginia, Bessie C. Randolph, Ph.D., President (1932)



- Howard College, Birmingham, Alabama, Harwell Goodwin Davis, LL.B., LL.D.,  
President (1920)
- Huntingdon College, Montgomery, Alabama, Hubert Searcy, Ph.D., LL.D., Pres-  
ident (1928)
- Incarinate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., Pres-  
ident (1925)
- John B. Stetson University, DeLand, Florida, W. S. Allen, Ph.D., President (1932)
- Kentucky, University of, Lexington, Kentucky, H. L. Donovan, Ph.D., LL.D.,  
President (1915)
- Lenoir Rhyne College, Hickory, North Carolina, P. E. Monroe, D.D., President  
(1928)
- Limestone College, Gaffney, South Carolina, Robert C. Granberry, B.D., D.D.,  
President (1928)
- Lincoln Memorial University, Harrogate, Tennessee, S. W. McClelland, D.D.,  
L.H.D., Litt.D., President (1936)
- Louisiana College, Pineville, Louisiana, Edgar Godbold, A.M., LL.D., President  
(1923)
- Louisiana Polytechnic Institute, Ruston, Louisiana, Claybrook Cottingham, LL.D.,  
President (1927)
- Louisiana State Normal College, Natchitoches, Louisiana, Joe Farrar, Ph.D.,  
President (1941)
- Louisiana State University, University, Louisiana, Gen. C. B. Hodges, A.M.,  
LL.D., President (1913)
- Louisville, University of, Louisville, Kentucky, Raymond Kent, Ph.D., LL.D.,  
President (1915)
- Loyola University, New Orleans, Louisiana, P. A. Roy, S.J., Ph.D., President (1929)
- \*Lynchburg College, Lynchburg, Virginia, R. B. Montgomery, Ph.D., President  
(1927)
- Madison College, Harrisonburg, Virginia, Samuel Page Duke, A.M., LL.D., Pres-  
ident (1927)
- Mary Baldwin College, Staunton, Virginia, Lewis W. Jarman, M.A., LL.D., Pres-  
ident (1931)
- Mary Hardin-Baylor College, Belton, Texas, Gordon G. Singleton, Ph.D., Litt.D.,  
President (1926)
- Mary Washington College, Fredericksburg, Virginia, Morgan L. Combs, Ed.D.,  
President (1930)
- Maryville College, Maryville, Tennessee, Ralph W. Lloyd, D.D., President (1922)
- †Memphis State College, Memphis, Tennessee, Richard C. Jones, M.A., President  
(1927)
- Mercer University, Macon, Georgia, Spright Dowell, Ph.D., LL.D., President  
(1911)
- Meredith College, Raleigh, North Carolina, Carlyle Campbell, A.M., LL.D., Pres-  
ident (1921)
- Miami, University of, Coral Gables, Florida, Bowman Foster Ashe, LL.D., Litt.D.,  
President (1940)
- Millsaps College, Jackson, Mississippi, Marion Lofton Smith, Ph.D., President  
(1912)
- Mines and Metallurgy, College of, El Paso, Texas, D. M. Wiggins, M.A., Ph.D.,  
President (1936)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

† Membership until September 1, 1943.

- Mississippi College, Clinton, Mississippi, D. M. Nelson, Ph.D., LL.D., President (1922)
- Mississippi Southern College, Hattiesburg, Mississippi, J. B. George, Ph.D., President (1929)
- Mississippi State College, State College, Mississippi, G. D. Humphrey, M.A., Ph.D., President (1926)
- Mississippi State College for Women, Columbus, Mississippi, B. L. Parkinson, Ph.D., President (1921)
- Mississippi University of, University, Mississippi, Alfred Hume, Ph.D., Acting Chancellor (1895)
- Morehead State Teachers College, Morehead, Kentucky, William H. Vaughan, Ph.D., President (1930)
- Murray State Teachers College, Murray, Kentucky, James H. Richmond, LL.D., President (1928)
- Nazareth College, Louisville, Kentucky, Sister Mary Anastasia Coady, Ph.D., President (1938)
- Newberry College, Newberry, South Carolina, James C. Kinard, LL.D., Litt.D., President (1936)
- North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, J. W. Harrelson, M.E., Dean (1928)
- North Carolina, University of, Chapel Hill, North Carolina, Frank P. Graham, A.M., LL.D., President (1895)
- North Texas State Teachers College, Denton, Texas, W. J. McConnell, Ph.D., President (1925)
- Our Lady of the Lake College, San Antonio, Texas, John L. McMahon, Ph.D., President (1923)
- Queens College, Charlotte, North Carolina, Hunter B. Blakely, Th.D., D.D., President (1932)
- Randolph-Macon College, Ashland, Virginia, J. Earl Moreland, M.A., LL.D., President (1904)
- Randolph-Macon Woman's College, Lynchburg, Virginia, Theodore H. Jack, Ph.D., LL.D., President (1902)
- Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
- Richmond, University of, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
- Roanoke College, Salem, Virginia, Charles J. Smith, D.D., LL.D., President (1927)
- Rollins College, Winter Park, Florida, Hamilton Holt, Litt.D., LL.D., President (1927)
- Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., Ph.D., LL.D., President (1922)
- Sarah Houston State Teachers College, Huntsville, Texas, Harmon Lowman, Ph.D., President (1925)
- Scarritt College, Nashville, Tennessee, J. L. Cuninggim, D.D., President (1940)
- Shorter College, Rome, Georgia, Paul M. Cousins, M.A., LL.D., President (1923)
- South Carolina, University of, Columbia, South Carolina, J. R. McKissick, A.M., LL.D., President (1917)
- Southern Methodist University, Dallas, Texas, Umphrey Lee, Ph.D., D.D., LL.D., President (1921)
- Southwest Texas State Teachers College, San Marcos, Texas, John G. Flowers, Ph.D., President (1925)



- Southwestern, Memphis, Tennessee, Charles E. Diehl, A.M., LL.D., President (1911)
- Southwestern Louisiana Institute, Lafayette, Louisiana, Joel L. Fletcher, M.S., President (1925)
- Southwestern University, Georgetown, Texas, J. N. R. Score, Th.D., D.D., President (1915)
- Spring Hill College, Spring Hill, Alabama, Wm. D. O'Leary, S.J., M.D., M.A., President (1922)
- State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
- State Teachers College, Florence, Alabama, James Albert Keller, A.M., L.H.D., LL.D., President (1934)
- State Teachers College, Jacksonville, Alabama, Houston Cole, A.M., President (1935)
- State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D., President (1927)
- State Teachers College, Livingston, Alabama, N. F. Greenhill, A.M., Ph.D., President (1938)
- State Teachers College, Murfreesboro, Tennessee, Q. M. Smith, M.A., President (1928)
- State Teachers College, Troy, Alabama, C. B. Smith, M.A., D.Ed., President (1934)
- State Teachers College, Radford, Virginia, David W. Peters, Ph.D., President (1928)
- Stephen F. Austin State Teachers College, Nacogdoches, Texas, Paul L. Boynton, Ph.D., President (1927)
- Sul Ross State Teachers College, Alpine, Texas, Horace W. Morelock, M.A., LL.D., President (1929)
- Sweet Briar College, Sweet Briar, Virginia, Meta Glass, Ph.D., Litt.D., President (1920)
- Tennessee Polytechnic Institute, Cookeville, Tennessee, Everett Derryberry, B.A. Oxon, M.A. Oxon, President (1939)
- Tennessee, University of, Knoxville, Tennessee, James D. Hoskins, LL.D., Litt.D., President (1897)
- Texas Christian University, Fort Worth, Texas, M. E. Sadler, Ph.D., D.D., President (1922)
- Texas College of Arts and Industries, Kingsville, Texas, E. N. Jones, Ph.D., LL.D., President (1933)
- Texas State College for Women, Denton, Texas, L. H. Hubbard, Ph.D., LL.D., President (1923)
- Texas Technological College, Lubbock, Texas, Clifford B. Jones, LL.D., President (1928)
- Texas, University of, Austin, Texas, Homer P. Rainey, Ph.D., President (1901)
- The Citadel, Charleston, South Carolina, Gen. Charles P. Summerall, LL.D., President (1924)
- Transylvania College, Lexington, Kentucky, Raymond Francis McLain, D.D., LL.D., President (1915)
- Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana, Rufus C. Harris, Juris.D., LL.D., President (1903)
- Tusculum College, Greenville, Tennessee, John McSween, B.D., D.D., President (1926)
- Union College, Barbourville, Kentucky, Conway Boatman, M.A., D.D., President (1932)

- University of the South, Sewanee, Tennessee, Alexander Guerry, LL.B., D.C.L.,  
Vice Chancellor (1895)
- Vanderbilt University, Nashville, Tennessee, O. C. Carmichael, M.A., LL.D.,  
Chancellor (1895)
- Virginia Military Institute, Lexington, Virginia, Charles Evans Kilbourne, C.E.,  
LL.D., President (1926)
- Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D.,  
President (1923)
- Virginia, University of, Charlottesville, Virginia, J. L. Newcomb, C.E., LL.D.,  
Litt.D., President (1904)
- Wake Forest College, Wake Forest, North Carolina, Thurman D. Kitchin, M.D.,  
LL.D., President (1921)
- Washington and Lee University, Lexington, Virginia, Francis P. Gaines, Ph.D.,  
LL.B., President (1895)
- Wesleyan College, Macon, Georgia, N. C. McPherson, Jr., Ph.D., President (1919)
- West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., LL.D.,  
President (1925)
- Western Kentucky State Teachers College, Bowling Green, Kentucky, Paul L.  
Garrett, A.M., LL.D., President (1926)
- Wofford College, Spartanburg, South Carolina, W. K. Greene, Ph.D., President  
(1917)
- Woman's College of the University of North Carolina, Greensboro, North Caro-  
lina, W. C. Jackson, S.B., LL.D., Dean (1921)

#### FOUR-YEAR MEMBER COLLEGES ON PROBATION

- Judson College, Marion, Alabama, Leroy R. Priest, Th.M., D.D., President (1925)
- Winthrop College, Rock Hill, South Carolina, Shelton Phelps, Ph.D., LL.D.,  
President (1923)

#### JUNIOR COLLEGES

- Amarillo College, Amarillo, Texas, Ernest C. Shearer, A.M., Ph.D., President  
(1933)
- Armstrong Junior College, Savannah, Georgia, J. Thomas Askew, A.M., President  
(1940)
- Averett College, Danville, Virginia, Curtis V. Bishop, A.B., A.M., President (1928)
- Belmont Abbey Junior College, Belmont, North Carolina, Vincent G. Taylor,  
O.S.B., D.D., LL.D., President (1936)
- Brownsville Junior College, Brownsville, Texas, E. C. Dodd, A.M., President (1930)
- Campbell College, Buie's Creek, North Carolina, Leslie H. Campbell, A.M.,  
President (1941)
- Copiah-Lincoln Junior College, Wesson, Mississippi, J. M. Ewing, M.A., President  
(1936)
- Cumberland College, Williamsburg, Kentucky, James Lloyd Creech, B.S., LL.D.,  
President (1931)
- East Central Junior College, Decatur, Mississippi, L. O. Todd, A.M., President  
(1939)
- Edinburg College, Edinburg, Texas, R. P. Ward, M.A., Director (1932)
- Emory Junior College, Oxford, Georgia, Geo. S. Roach, A.B., Division Executive  
(1935)
- Emory Junior College, Valdosta, Georgia, Hollis Edens, A.B., Dean (1935)



- Georgia Military College, Milledgeville, Georgia, Joseph H. Jenkins, M.A., President (1940)
- Georgia Southwestern College, Americus, Georgia, Peyton Jacob, A.M., President (1932)
- Gordon Military College, Barnesville, Georgia, J. E. Guillebeau, A.B., President (1941)
- Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
- Hardin Junior College, Wichita Falls, Texas, James E. Boren, B.Ed., M.Ed., President (1939)
- Hinds Junior College, Raymond, Mississippi, George M. McLendon, M.A., President (1928)
- Holmes Junior College, Goodman, Mississippi, R. M. Branch, A.B., President (1934)
- John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., LL.D., President (1926)
- Jones County Junior College, Ellisville, Mississippi, James B. Young, M.A., President (1940)
- Junior College of Augusta, Augusta, Georgia, E. W. Hardy, B.A., M.A., President (1926)
- Kilgore Junior College, Kilgore, Texas, W. L. Dodson, A.M., Dean (1939)
- Lamar College, Beaumont, Texas, John E. Gray, B.A., M.A., Director (1929)
- Lon Morris College, Jacksonville, Texas, C. E. Peebles, B.A., M.A., B.D., President (1927)
- Marion Institue, Marion, Alabama, Walter Lee Murfee, A.M., M.S., President (1926)
- \*Mars Hill College, Mars Hill, North Ccrolina, Hoyt Blackwell, Th.M., D.D., President (1926)
- Meridian Junior College, Meridian, Mississippi, J. L. McCaskill, A.M., Director (1942)
- Middle Georgia College, Cochran, Georgia, L. H. Browning, A.B., President (1933)
- Mount St. Joseph Junior College, Maple Mount, Kentucky, Mother M. Teresita Thompson, President (1933)
- Nazareth Junior College, Nazareth, Kentucky, Sister Margaret Gertrude, Ph.D., Dean (1929)
- North Georgia College, Dahlonega, Georgia, J. C. Rogers, A.M., President (1935)
- North Texas Agricultural College, Arlington, Texas, E. E. Davis, M.A., Dean (1939)
- Northeast Junior College, Monroe, Louisiana, C. C. Colvert, Ph.D., Dean (1941)
- Palm Beach Junior College, West Palm Beach, Florida, John I. Leonard, B.S., President (1942)
- Paris Junior College, Paris, Texas, J. R. McLemore, M.A., President (1934)
- \*Pearl River College, Poplarville, Mississippi, R. D. McLendon, M.A., President (1929)
- Perkinston Junior College, Perkinston, Mississippi, Albert L. May, B.S., A.M., President (1929)
- Pfeiffer Junior College, Misenheimer, North Carolina, W. S. Sharp, D.Ed., President (1942)
- Pikeville College, Pikeville, Kentucky, A. A. Page, A.B., M.A., President (1931)
- San Angelo College, San Angelo, Texas, Wilson H. Elkins, Ph.D., President (1936)
- St. Bernard College, St. Bernard, Alabama, Rt. Rev. Boniface Seng, O.S.B., M.A., President (1932)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

- St. Mary's School, Raleigh, North Carolina, Mrs. Ernest Cruikshank, A.M., President (1927)
- St. Petersburg Junior College, St. Petersburg, Florida, R. B. Reed, M.A., President (1931)
- Schreiner Institute, Kerrville, Texas, James J. Delaney, M.A., Litt.D., President (1934)
- Snead Junior College, Boaz, Alabama, F. M. Cook, A.M., L.H.D., President (1941)
- South Georgia College, Douglas, Georgia, Joseph M. Thrash, President (1934)
- Southern Junior College, Collegedale, Tennessee, John C. Thompson, B.A., B.S., M.A., President (1936)
- \*Sue Bennett College, London, Kentucky, Kenneth C. East, M.A., President (1932)
- Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
- Sunflower County Junior College, Moorhead, Mississippi, P. M. West, A.B., A.M., President (1930)
- Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)
- Texarkana Junior College, Texarkana, Texas, H. W. Stilwell, M.A., President (1931)
- Texas Lutheran College, Seguin, Texas, Wm. F. Kraushaar, M.A., President (1940)
- Tyler Junior College, Tyler, Texas, J. M. Hodges, M.A., President (1931)
- Ursuline College, Louisville, Kentucky, Mother Mary Roberta, A.B., President (1933)
- Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., Litt.D., LL.D., President (1925)
- Ward-Belmont School, Nashville, Tennessee, J. E. Burk, Ph.D., President (1925)
- West Georgia College, Carrollton, Georgia, I. S. Ingram, A.M., President (1936)

#### MEMBER JUNIOR COLLEGES ON PROBATION

- Young Harris College, Young Harris, Georgia, Joseph W. Sharp, A.M., President (1938)

\* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

#### LIST OF FOUR-YEAR NON-MEMBER COLLEGES†

† The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. The inclusion of their names on the non-member list from which teachers may be drawn is not a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by the Association.

##### *Georgia*

Bessie Tift College, Forsyth  
LaGrange College, LaGrange  
Piedmont College, Demorest

##### *Kentucky*

Kentucky Wesleyan College, Winchester

##### *Mississippi*

Belhaven College, Jackson

##### *North Carolina*

Elon College, Elon College  
Flora Macdonald College, Red Springs

##### *South Carolina*

Lander College, Greenwood  
Presbyterian College, Clinton

##### *Tennessee*

Cumberland University, Lebanon  
King College, Bristol  
Milligan College, Milligan College  
Tennessee College, Murfreesboro  
Union University, Jackson

##### *Texas*

Abilene Christian College, Abilene  
Howard Payne College, Brownwood  
St. Mary's University, San Antonio  
Texas Wesleyan College, Fort Worth



LIST OF MEMBER SCHOOLS OF THE SOUTHERN  
ASSOCIATION, DECEMBER 4, 1943

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
ALABAMA			
Andalusia; P., 3; Virgil Collins	18	513	1914
Anniston; P., 3; P. G. Myer	37	1,016	1926
Auburn			
Lee County High School; P., 3; J. A. Parrish	17	336	1925
Bessemer			
High School; P., 4; J. A. Davis	36	869	1917
Hueytown High School; P., 4; H. F. Gilmore	23	581	1940
Birmingham			
Ensley High School; P., 4; E. E. Sechriest	78	1,729	1913
Jones Valley High School; P., 3; A. E. Driggers	23	585	1940
Loulie Compton Seminary; Pr., 4; Belle Moore	4	26	1923
Misses Howards' School; Pr., 4; V. Pearl Howard	4	65	1933
Minor High School; P., 4; W. C. Petty	22	537	1940
Phillips High School; P., 4; Sellers Stough	101	2,496	1913
Ramsay Tech. High School; P., 4; T. C. Young	46	982	1932
Shades-Cahaba High School; P., 3; J. M. Ward	25	665	1923
West End High School; P., 4; N. H. Price	40	920	1933
Woodlawn High School; P., 4; N. B. Hendrix	86	2,024	1923
Brewton			
T. R. Miller High School; P., 3; H. E. Parris	12	200	1930
Brundidge			
Pike County High School; P., 3; Roy E. Jeffcoat	13	315	1929
Clanton			
Chilton County High School; P., 3; Patterson Hicks	21	528	1927
Cullman			
Fairview High School (R. 2); P., 3; W. L. Davis	16	408	1933
Sacred Heart Academy; Pr., 4; Mother Annunciata	10	63	1936
Deatsville			
Holtville High School; P., 3; James Chrietzberg	14	274	1930
Decatur			
Senior High School; P., 3; W. T. Jordan	16	366	1913
Dothan; P., 3; T. G. Vaughan	15	312	1914
Eclectic			
Elmore County High School; P., 3; J. P. Howard	14	303	1934
Eufaula; P., 4; O. B. Carter	12	156	1913
Fairfield; P., 4; W. H. McMurry	22	367	1923
Florence			
Coffee High School; P., 4; Rufus G. Hibbett	23	645	1920
Fort Payne			
DeKalb County High School; P., 3; W. W. Brown	16	403	1932
Gadsden; P., 4; J. R. Davis*	33	794	1913
Gordo; P., 3; Roy T. Alverson	12	274	1941
Guntersville			
Marshall County High School; P., 3; J. L. Solley	18	526	1922

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>ALABAMA—Continued</i>			
Hartselle			
Morgan County High School; P., 3; W. J. Terry	13	324	1926
Huntsville; P., 4; J. R. Hines	18	494	1913
Lafayette; P., 3; J. M. Briscoe	9	210	1926
Leeds; P., 3; J. Wesley Vann	14	342	1941
Marion			
Marion Institute; Pr., 4; L. H. Baer	13	149	1926
Perry County High School; P., 3; Kilburn Elrod*	14	271	1930
McCalla			
McAdory High School; P., 3; Mrs. H. H. King	15	349	1940
Mobile			
Bishop Toolen High School; Pr., 4; Sister Marian			
Alberta Hensgen	8	190	1941
Convent of Mercy High School; Pr., 4; Sister M.			
Bernadette McAtee	6	106	1936
Murphy High School; P., 4; Sidney C. Phillips	115	3,188	1912
University Military School; Pr., 3; Wm. S. Pape	5	72	1900
Montevallo; P., 3; W. F. Tidwell	22	400	1923
Montgomery			
Sidney Lanier High School; P., 3; J. S. McCants	68	1,484	1913
Northport			
Tuscaloosa County High School; P., 3; W. W. Drake	31	939	1927
Opelika			
Clift High School; P., 3; Mrs. Chester Martin	23	464	1917
Opp; P., 3; H. N. Lee	13	328	1941
Piedmont; P., 3; W. H. Kimbrough	12	348	1930
Pike Road; P., 3; V. B. McCain	5	66	1921
Quinton			
West Jefferson; P., 5; J. G. Manuel	12	321	1940
Ramer			
Montgomery County High School; P., 3; P. H. Harris	12	250	1921
Roanoke			
Handley High School; P., 3; L. L. James	10	240	1939
Saint Bernard; Pr., 4; Rev. Lambert Gattman	17	98	1922
Selma			
Albert G. Parrish High School; P., 3; T. M. Bonner	19	393	1913
Sheffield; P., 3; Ray Black	13	359	1920
Talladega; P., 3; J. E. Wright	17	324	1914
Tarrant			
Jefferson County High School; P., 3; Wm. J. Baird	20	458	1940
Thorsby			
Thorsby Institute; Pr., 4; Helen C. Jenkins	8	67	1923
Troy; P., 3; W. M. Hughes	21	510	1920

\* Acting Principal.



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>ALABAMA—Continued</i>			
Trussville			
Hewitt High School; P., 3; R. L. Searcy	17	454	1942
Tuscaloosa; P., 3; Clara L. Verner	36	650	1914
Tuscumbia			
Deshler High School; P., 4; L. C. Warr	15	355	1926
Tuskegee; P., 3; J. W. Letson, Jr.	11	246	1929
Union Springs; P., 3; C. E. McNair	10	185	1927
Uniontown; P., 3; J. S. Branyon	8	113	1925
Valley Head; P., 3; R. L. Thomason	10	197	1940
Total (Number schools 66)	1,487	34,222	
Average per school	23	519	

## FLORIDA

Alva High School; P., 6; Edward L. Beeson	5	65	1931
Apopka High School; P., 6; W. E. Rice	12	204	1929
Auburndale High School; P., 6; Harold E. McGrath	12	316	1925
Avon Park High School; P., 6; A. B. Wilhite	12	316	1923
Bartow High School; P., 4; V. E. Dozier	16	374	1940
Belle Glade High School; P., 6; F. O. Hobson	14	224	1942
Boynton High School; P., 6; Clyde Harris	5	87	1928
Bradenton High School; P., 3; C. I. Hollingsworth	21	512	1929
Brandon High School; P., 6; E. F. McLane	15	391	1929
Bushnell			
Sumter County High School; P., 6; J. T. Campbell	10	167	1925
Chattahoochee High School; P., 6; J. E. Williams	11	200	1934
Clearwater High School; P., 3; E. W. McMullen	15	397	1914
Cocoa High School; P., 6; Nobie H. Stone	13	300	1925
Coral Gables			
Ponce De Leon High School; P., 4; H. N. Rath	34	861	1926
St. Theresa School; Pr., 4; Sister M. Fidelis	8	92	1933
Crescent City High School; P., 6; Miss Elsie Padgett	10	150	1936
Cross City			
Dixie County High School; P., 6; S. H. Moorer	16	322	1929
Dade City			
Pasco County High School; P., 4; Frank H. Leslie	13	314	1934
Dania			
South Broward High School; P., 6; E. A. Crudup	15	316	1924
Daytona Beach			
Daytona Beach Mainland; P., 3; W. B. Treloar	20	431	1914
Seabreeze High School; P., 6; R. J. Longstreet	20	363	1920

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
DeFuniak Springs			
Walton County High School; P., 4; T. R. Jones	15	393	1927
DeLand High School; P., 3; M. J. Perret	14	321	1918
Delray High School; P., 6; C. E. Duvall	11	192	1922
Dunnellon High School; P., 6; W. P. Davidson	6	130	1922
Eau Gallie High School; P., 6; Lovick O. Hayman	4	57	1926
Eustis High School; P., 6; J. E. Markham	12	234	1923
Fernandina High School; P., 6; Paul T. Delavan	9	198	1940
Fort Lauderdale			
Fort Lauderdale High School; P., 6; Roy E. Hope	43	1,122	1918
St. Anthony School; Pr., 4; Sr. Matthew Ann	5	78	1940
Fort Myers High School; P., 3; E. B. Henderson	19	396	1914
Fort Pierce			
St. Lucie County High School; P., 6; Thos. R. Barr	26	572	1918
Gainesville			
Gainesville High School; P., 6; F. W. Buchholz	36	856	1914
P. K. Yonge Laboratory School; P., 6; G. Ballard Simmons	14	249	1934
Gonzalez			
Tate Agricultural High School; P., 6; O. A. Strange	15	375	1936
Graceville High School; P., 6; Jon L. Stapleton	10	230	1938
Groveland High School; P., 6; R. M. Vowell	7	129	1926
Haines City High School; P., 3; J. Milton Lewis	10	193	1940
Homestead			
Homestead High School; P., 6; B. M. Hindman	15	245	1921
Redland High School; P., 6; Carl Wagner	14	208	1926
Jacksonville			
Bartram School; Pr., 6; Miss Olga Pratt	9	67	1939
The Bolles School; Pr., 6; E. S. Ligon	18	231	1933
Immaculate Conception High; Pr., 4; Sr. M. Chrysostom	4	96	1934
Andrew Jackson High School; P., 3; M. A. Demorest	66	1,481	1927
Landon Junior-Senior High; P., 6; James L. McCord	63	1,320	1927
Robert E. Lee High School; P., 3; Ralph N. Brown	73	1,671	1927
St. Joseph's Academy; Pr., 4; Sister M. Regina	4	78	1933
St. Paul's School; Pr., 4; Sister M. Augustine	5	145	1931
Jacksonville Beach			
D. U. Fletcher High School; P., 6; Frank A. Doggett	24	514	1939
Key West			
Convent of Mary Immaculate; Pr., 4; Sister Mary Roselina	5	73	1933
Key West High School; P., 6; Horace O'Bryant	26	701	1924
Kissimmee			
Osceola High School; P., 6; J. S. Hand	17	289	1914
Lake City			
Columbia High School; P., 6; W. B. Feagle	27	689	1923

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Lake Wales High School; P., 4; F. S. McLaughlin	14	269	1924
Lake Worth High School; P., 6; L. M. Hamblin	24	573	1922
Lakeland High School; P., 6; Carl S. Cox	58	1,432	1940
Largo High School; P., 6; Oscar Smith	13	270	1915
Leesburg High School; P., 6; D. R. Allen	21	536	1915
Maitland			
Forest Lake Academy, Pr., 4; J. M. Howell	10	149	1942
Marianna			
Jackson County High School; P., 6; J. T. Kelley	22	488	1925
Melbourne High School; P., 6; J. F. Turner	12	271	1925
Melrose High School; P., 6; D. S. Westbury	6	100	1939
Miami			
Andrew Jackson High School; P., 6; W. W. Matthews	61	1,607	1941
Gesu High School; Pr., 4; Rev. Godfrey J. Cook, S. J.	11	164	1929
Miss Harris' Florida School; Pr., 4; Miss Julia F. Harris	6	34	1934
Miami Edison Senior High; P., 4; J. G. Fisher	70	1,942	1921
Miami Senior High School; P., 3; W. R. Thomas	80	1,999	1914
Miami Beach			
Miami Beach High School; P., 3; S. H. Ellison	31	559	1927
St. Patrick's School; Pr., 4; Sister M. Hildegard	8	117	1933
Montverde School; Pr., 6; H. P. Carpenter	10	134	1927
Moore Haven High School; P., 6; Gordon A. Grooms	9	113	1936
Mount Dora High School; P., 6; D. D. Roseborough	7	158	1923
Mulberry High School; P., 3; W. H. Purcell	7	155	1925
New Port Richey			
Gulf High School; P., 6; J. M. Lanier	8	130	1929
New Smyrna Beach High School; P., 6; H. A. Schubiger	17	340	1917
Ocala High School; P., 4; T. D. Bailey	19	490	1914
Ocoee High School; P., 6; R. G. Pitman	13	192	1925
Okeechobee High School; P., 6; C. M. Williams	13	225	1923
Orlando			
Orlando Senior High School; P., 3; W. R. Boone	46	1,234	1920
St. James School; Pr., 4; Sister Mary Alberta	6	57	1938
Pahokee High School; P., 6; D. D. Caudill	15	252	1938
Palatka			
Putnam County High School; P., 6; G. C. Roberts	22	584	1936
Palmetto High School; P., 4; John H. Boulware	13	256	1918
Panama City			
Bay County High School; P., 4; W. S. Weaver	32	968	1923
Pensacola			
Catholic H. S. of Pensacola; Pr., 4; Rev. F. O. Hughes	12	215	1928
Pensacola High School; P., 3; J. H. Workman	41	1,146	1918



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Perry			
Taylor County High School; P., 6; A. H. Wentworth	21	447	1936
Plant City High School; P., 3; V. D. Beckner	18	394	1914
Pompano High School; P., 6; E. G. Owens	11	177	1927
Punta Gorda			
Charlotte County High School; P., 6; D. C. Huskey	12	219	1931
Quincy			
Gadsden County High School; P., 6; J. A. Shanks	19	455	1914
Reddick High School; P., 6; S. T. Lastinger	8	191	1938
St. Augustine			
Ketterlinus High School; P., 4; J. A. Crookshank	18	407	1938
St. Joseph Academy; Pr., 4; Mother Theresa Joseph	6	125	1924
St. Cloud High School; P., 6; A. F. Swapp	14	204	1924
St. Leo			
St. Leo College Preparatory School; Pr., 6; Rev. Aloysius Dressman, O.S.B.	13	67	1921
St. Petersburg			
Florida Military Academy; Pr., 4; Lee G. Jones	11	131	1914
St. Paul's School; Pr., 4; Rev. J. F. Enright	7	82	1933
St. Petersburg High School; P., 3; A. J. Geiger	63	1,587	1914
Sanford			
Seminole High School; P., 4; G. E. McKay	23	461	1924
Sarasota High School; P., 6; Carl C. Strode	42	943	1918
Sebring High School; P., 6; M. M. Ferguson	15	352	1923
Stuart High School; P., 6; O. J. Detrick	12	292	1939
Tallahassee			
Florida High School; P., 6; R. L. Goulding	11	178	1930
Leon County High School; P., 6; J. Broward			
Culpepper	47	1,309	1914
Tampa			
Academy of Holy Names; Pr., 4; Sister Rita-Mary	8	81	1927
Hillsborough High School; P., 3; Vivian Gaither	80	2,196	1914
Jesuit High School; Pr., 4; Rev. L. J. Twomey, S. J.	9	190	1924
H. B. Plant High School; P., 3; C. Phil Peters	35	948	1927
Sacred Heart Academy; Pr., 4; Sister Veronica of May	5	94	1938
Tarpon Springs High School; P., 6; J. F. Arnold	14	368	1940
Tavares High School; P., 6; H. J. Rou	6	127	1928
Titusville High School; P., 6; Robert E. Allison	11	207	1925
Umatilla High School; P., 6; W. D. Cole*	7	148	1925
Vero Beach High School; P., 6; E. S. Walden	23	462	1924
West Palm Beach			
Palm Beach High School; P., 6; H. L. Watkins	54	1,282	1914
St. Ann's School; Pr., 4; Sister Leo Clare	8	147	1930
Wildwood High School; P., 6; Grover J. Carter	12	239	1928

\* Acting Principal; Principal Ellis Moore on leave.

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Winter Garden			
Lakeview High School; P., 6; Mrs. J. S. Kirton	14	334	1930
Winter Haven High School; P., 6; A. L. Vergason	31	857	1934
Winter Park High School; P., 6; Rodman Lehman	20	439	1923
Zephyrhills High School; P., 6; B. Cornelius	7	118	1940
Total (Number of Schools 122)	2,375	53,352	
Average per school	19	437	

## GEORGIA

Adel			
Sparks-Adel High School; P., 4; Frank M. Hughes	14	380	1933
Albany; P., 3; J. O. Allen	22	507	1915
Alpharetta			
Milton High School; P., 4; H. R. Adams	12	338	1942
Americus; P., 3; S. C. Haddock	12	281	1917
Arlington; P., 4; M. W. Branch	5	68	1929
Ashburn; P., 4; F. E. Wynn	9	161	1918
Athens			
Athens High School; P., 3; E. B. Mell	19	518	1913
University of Georgia Demonstration School; P., 5; J. D. Salter	9	185	1931
Atlanta			
Boy's High School; P., 3; H. O. Smith	35	895	1913
Fulton High School; P., 4; D. G. MacRae	26	673	1918
Girl's High School; P., 3; Miss Lamar Jeter	52	1,440	1914
Marist College High School; Pr. 6; Father P. H. Dagneau	9	189	1927
North Avenue Presbyterian High School; Pr. 4; Miss Thyrza S. Askew	8	114	1921
North Fulton High School; P., 4; H. E. White	46	1,273	1932
Tech High School; P., 3; W. O. Cheney	54	1,490	1917
Washington Seminary; Pr., 6; Miss Emma B. Scott	16	185	1927
West Fulton High School; P., 4; E. P. McIlwain	28	811	1939
Augusta			
Academy of Richmond County; P., 4; E. W. Hardy	34	947	1911
Tubman High School; P., 4; T. H. Garrett	44	1,052	1911
Bainbridge; P., 4; E. G. Elcan	11	278	1917
Barnesville			
Gordon Military Academy High School; Pr., 4; G. B. Connell	16	315	1913
Blackshear; P., 4; J. B. Jenkins	12	306	1913



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Blakely			
Blakely-Union High School; P., 4; T. B. Clyburn, Jr.	10	182	1937
Blue Ridge; P., 4; J. R. Burgess	7	126	1934
Blythe; P., 4; R. K. Hood	6	60	1924
Brunswick			
Glynn Academy; P., 4; Sidney Boswell	24	687	1914
Buford; P., 4; A. L. Clark	9	139	1929
Calhoun; P., 4; T. J. Lance	8	150	1923
Camilla; P., 4; W. T. Burt	9	149	1935
Canton; P., 4; D. B. Carroll	16	346	1924
Carrollton; P., 4; M. C. Wiley	9	224	1926
Cartersville; P., 4; W. H. Brandon	9	225	1915
Cedartown; P., 4; J. E. Purks	20	537	1913
Chamblee; P., 4; M. E. Smith	12	252	1934
Chickamauga			
Gordon Lee High School; P., 4; W. M. Patterson	8	155	1932
Claxton; P., 4; W. C. Pafford	12	242	1927
Cochran; P., 4; T. M. Purcell	8	166	1924
College Park			
Alonzo Richardson; P., 4; C. R. Brown	14	339	1940
Georgia Military Academy; Pr., 6; R. S. Rosser	29	406	1911
Colquitt			
Miller County High School; P., 4; T. B. Conner	14	392	1933
Columbus; P., 4; T. C. Kendrick	34	853	1913
Commerce; P., 4; B. B. Sanders	8	169	1918
Conyers; P., 4; C. E. Steele	8	209	1931
Cordele; P., 4; D. H. Standard	10	261	1918
Covington; P., 4; C. E. Hawkins	8	167	1917
Cuthbert; P., 4; J. D. Shepard	10	190	1924
Dalton; P., 4; W. W. Stancil	21	555	1917
Dawson; P., 4; Frank Taylor	6	103	1921
Decatur			
Boy's High School; P., 4; T. G. Loudermilk	19	437	1921
Girl's High School; P., 4; Miss Daisy F. Smith	17	442	1921
Douglas; P., 4; L. H. Battle	11	271	1930
Dublin; P., 3; S. H. Sherman	10	216	1913
Eastanolle			
Stephens County High School; P., 4; T. F. Watson	15	299	1931
Eastman; P., 4; C. H. Sullivan	7	119	1940
East Point			
William Russell High School; P., 4; R. D. Miller	37	1,105	1927
Eatonton; P., 4; C. S. Fincher, Jr.	9	153	1942
Elberton; P., 4; O. H. Joiner	12	254	1913
Emory University			
Druid Hills High School; P., 4; H. C. Bryant	12	317	1933

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Fairburn			
Campbell High School; P., 4; S. L. Lewis	13	347	1942
Fitzgerald; P., 4; Fred Ayers	16	401	1914
Fort Gaines; P., 4; J. Tell Taylor	7	99	1934
Fort Valley; P., 4; E. R. Anderson	10	237	1931
Gainesville			
Brenau Academy; Pr., 4; Miss Cecilia B. Branham	5	75	1941
Gainesville High School; P., 4; Guy Driver	16	424	1921
Riverside Military Academy; Pr. 4; General			
Sandy Beaver	34	638	1921
Greensboro; P., 4; C. C. Wills	10	172	1914
Griffin			
Griffin High School; P., 4; C. G. Renfroe	20	440	1914
Spalding High School; P., 4; R. E. Gaskins	20	553	1941
Hapeville; P., 4; Paul West	15	347	1940
Hartwell; P., 4; C. D. Stewart	13	322	1922
Hawkinsville; P., 4; F. M. Holland	9	186	1921
Hephzibah; P., 4; W. G. Robertson	6	84	1927
Hogansville; P., 4; C. O. Lamb	10	199	1933
Jackson; P., 4; D. V. Spencer	6	131	1926
Jesup			
Wayne County High School; P., 4; W. G. Nunn	15	259	1929
La Grange; P., 4; B. A. Lancaster	24	711	1916
Lawrenceville; P., 4; F. G. Nelms	8	162	1930
Louisville; P., 4; M. R. Plaxco	7	94	1927
Macon			
A. L. Miller High School; P., 3; H. S. Lasseter	28	708	1916
Lanier High School; P., 4; L. W. Lewis	45	1,160	1924
Madison; P., 4; M. L. Van Winkle, Jr.	8	147	1914
Marietta; P., 4; R. A. Tipton	16	430	1923
Metter; P., 4; A. O. Lunsford	12	273	1921
Milledgeville			
Georgia Military College High School; Pr., 4;			
Colonel J. H. Jenkins	16	322	1928
Midway Vocational High School; P., 4; L. D.			
Langley	9	137	1942
Peabody High School; P., 4; Miss Mary L. Anderson	13	194	1936
Millen; P., 4; J. F. Sosby	10	203	1931
Monroe; P., 3; H. B. Causey	13	266	1924
Montezuma; P., 4; B. Rumble	7	88	1927
Moultrie; P., 4; Miss Ethel Adams	34	901	1916
Mount Berry			
The Berry School; Pr., 4; G. L. Green	25	471	1922
Mount Vernon			
Brewton Parker Institute; Pr. 4; Sterling McCall	11	120	1920



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Newnan; P., 4; Homer Drake	14	321	1913
Norman Park			
Norman Park Institute; Pr., 4; Frank Clark	10	246	1920
Oglethorpe; P., 4; O. H. Hixon	6	101	1934
Oxford			
Emory University Academy; Pr., 4; R. E. Thorne	9	52	1920
Pelham; P., 4; W. B. Gaines	8	218	1929
Perry; P., 4; E. P. Staples	10	218	1927
Quitman; P., 4; Allen C. Smith	10	158	1914
Rabun Gap; Pr., 4; B. Floyd, Jr.	8	96	1939
Rome			
Boy's High School; P., 4; H. C. Brewer	14	343	1913
Darlington Academy; Pr., 4; Headmaster E. L. Wright	15	202	1913
Girl's High School; P., 4; H. C. Brewer	18	484	1940
Model High School; P., 4; R. H. Minor	7	167	1941
Savannah			
Benedictine Military Academy; Pr., 4; Reverend G. E. Laub	11	215	1914
Pape School; Pr. 6; Sister Nina A. Pape	8	60	1932
Savannah High School; P., 3; J. A. Varnedoe	46	1,322	1918
Shellman; P., 4; S. A. Newton	6	73	1930
Smyrna			
Fitzhugh Lee High School; P., 4; R. L. Todd, Jr.	8	125	1942
Springfield			
Effingham Academy; P., 4; E. R. Hallford	5	99	1941
Statesboro			
Georgia Teachers College High School; P., 4; Dr. L. W. Moon	7	116	1940
Statesboro High School; P., 4; J. H. Morrison	13	257	1929
Summerville; P., 4; N. V. Dyer	9	184	1939
Swainsboro; P., 4; W. R. Morris	13	278	1928
Sylvania; P., 4; H. S. Peek	10	198	1934
Tallapoosa; P., 4; A. L. Brewer	7	137	1936
Tallulah Falls Industria High School; Pr. 4; C. L. Harrell	8	121	1932
Tate; P., 4; C. T. Love	10	167	1929
Tennille; P., 4; W. C. Johnson	9	159	1930
Thomaston			
R. E. Lee High School; P., 4; S. F. Burke	30	820	1924
Thomasville; P., 3; H. R. Mahler	16	299	1914
Thomson; P., 4; W. F. Blackman	13	209	1930
Tifton; P., 3; G. O. Bailey, Jr.	15	366	1919
Toccoa; P., 4; J. B. Cheatham	12	280	1919

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<b>GEORGIA—<i>Continued</i></b>			
Valdosta; P., 4; A. G. Cleveland	24	578	1913
Vidalia; P., 4; C. E. Lancaster	14	277	1933
Vienna; P., 4; C. D. Champion	8	136	1942
Washington; P., 4; H. M. Tarpley	10	180	1924
Waycross; P., 3; Ralph Newton	21	495	1924
Waynesboro; P., 4; J. B. Scoggins	10	176	1919
West Point; P., 4; W. T. Harrison	7	181	1921
Winder; P., 4; H. K. Adams	11	261	1917
Woodbury			
Meriwether County High School; P., 4; T. A. Carmichael	5	89	1927
Wrens; P., 4; O. G. Lancaster	9	153	1931
Young Harris; Pr., 3; J. W. Sharp	9	63	1928
Total (Number schools 135)	1,995	45,284	
Average per school	15	335	

**KENTUCKY**

Alva			
Black Star High School; P., 6; O. G. Roaden	9	225	1935
Anchorage			
Anchorage High School; P., 6; D. D. Moseley	15	335	1923
Ormsby Village High School; P., 6; Miss Anna B. Moss	13	189	1932
Ashland; P., 3; J. A. Anderson, Jr.	42	1,046	1914
Barbourville; P., 6; W. M. Wilson	12	229	1931
Beattyville			
Lee County High School; P., 4; John S. Reed	12	290	1931
Bellevue; P., 6; G. H. Wright	20	380	1914
Benham; P., 6; John A. Dotson	12	271	1931
Benton; P., 4; J. Matt Sparkman	9	243	1929
Berea			
Berea College Secondary School; Pr., 6; C. N. Shutt	49	640	1924
Blackey			
Stuart Robinson School; Pr., 4; Rev. W. L. Cooper	7	177	1930
Bowling Green			
Bowling Green Senior High School; P., 3; H. B. Gray	15	310	1923
Western Kentucky Teachers College Training School; P., 6; Dr. C. H. Jagers	17	228	1929
Buchel			
Fern Creek High School; P., 4; Wilbur W. Chambers	13	211	1934
Campbellsville; P., 4; John A. Jones	7	163	1938
Carlisle; P., 4; Miss Nancy E. Talbert	9	182	1924



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Carrollton; P., 6; Dave Lawrence	14	359	1918
Catlettsburg; P., 4; Carl Hicks	9	230	1921
Central City; P., 6; Eugene Kifer	17	357	1926
Clay; P., 4; J. Edgar Pride	5	89	1932
Columbia; P., 6; Miss Mary Lucy Lowe	10	224	1935
Coral Ridge			
Fairdale High School; P., 4; Charles W. Blake	7	197	1934
Corbin; P., 3; W. E. Burton	15	365	1925
Covington			
Beechwood High School; P., 6; Mrs. Glorene Hall	8	152	1938
Covington Catholic High School; Pr. 4; William D. Busch	5	122	1929
Dixie Heights High School; P., 6; G. K. Gregory	23	620	1938
Holmes High School; P., 4; Russell E. Helmick	57	1,342	1913
La Salette Academy; Pr., 4; Sister Virginia Maria	12	234	1930
Notre Dame Academy; Pr., 4; Sister Mary Agnetis	18	345	1924
Villa Madonna Academy; Pr., 4; Sister Aileen Lavell	8	73	1925
Cynthiana; P., 4; K. B. Stanfield (Acting Principal)	8	151	1922
Danville; P., 6; Paul B. Boyd	26	511	1921
Dayton; P., 6; William A. Cook	20	464	1921
Earlington; P., 6; J. Noel Glasscock	7	125	1929
Elizabethtown; P., 4; H. C. Taylor	8	191	1918
Erlanger			
Lloyd High School; P., 6; James Tichenor	15	358	1931
Fort Thomas			
Highlands High School; P., 6; Russell E. Bridges	30	594	1917
Frankfort; P., 5; William K. Davidson	20	448	1913
Franklin; P., 6; Miss Anna K. Gill	10	184	1925
Fulton; P., 4; W. L. Holland	9	182	1922
Georgetown			
Garth High School; P., 6; K. G. Gillaspie	14	245	1914
Glasgow; P., 4; Paul Vaughn	13	284	1925
Greenville; P., 4; T. O. Hall	10	221	1925
Harlan; P., 6; R. N. Finchum	25	633	1926
Harrodsburg; P., 4; J. K. Powell	12	249	1934
Hazard; P., 4; J. Foley Snyder	14	352	1925
Henderson			
Barret Manual Training High School; P., 6; Archie Riehl	33	740	1928
Hickman; P., 4; Thomas N. McCoy	7	131	1921
Hindman			
Knott County High School; P., 4; Miss Frances Grover	11	242	1927
Hopkinsville; P., 5; Charles J. Petrie	26	526	1913
Horse Cave; P., 6; W. B. Owen	7	175	1923

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<b>KENTUCKY—<i>Continued</i></b>			
<b>Independence</b>			
Simon Kenton High School; P., 6; R. Sharon Moore	22	580	1939
Irvine; P., 4; R. F. Flege	11	273	1935
Jeffersontown; P., 4; S. G. Boyd	13	264	1934
Jenkins; P., 4; C. V. Snapp	12	274	1932
Lancaster; P., 6; Miss Ann Conrad	8	174	1924
<b>Latonia</b>			
Holy Cross High School; Pr., 4; Sister M. Hilda	10	199	1932
Lebanon; P., 4; Mrs. Horace A. Johnston	9	187	1925
Leitchfield; P., 6; Allen Puterbaugh	7	167	1932
<b>Lexington</b>			
Henry Clay High School; P., 3; Charles E. Skinner	38	811	1921
Lafayette High School; P., 6; Dr. A. B. Crawford	50	1,004	1926
Saint Catherine Academy; Pr., 4; Sister Helen Constance Walker	9	153	1926
Sayre School; Pr., 6; Mrs. Ellen W. Loudenslager	5	50	1939
University High School; P., 6; Dr. E. F. Hartford	17	168	1921
Louisa; P., 3; J. H. Boyd	11	170	1926
<b>Louisville</b>			
Atherton High School; P., 3; Miss Emma J. Woerner	35	885	1924
duPont Manual Training High School; P., 3; Frank J. Davis	53	1,209	1921
Holy Rosary Academy; Pr., 4; Sister Althaire	5	106	1928
Kentucky Home School for Girls; Pr., 5; Miss Annie S. Anderson	8	53	1916
Loretto High School; Pr., 4; Sister Francis Jane	6	129	1926
Louisville Collegiate School; Pr., 5; Miss Dorothy Graff	9	92	1929
Louisville Girls High School; P., 3; W. F. Coslow	40	994	1913
Louisville Male High School; P., 3; W. S. Milburn	48	1,284	1913
Okolona High School; P., 4; T. T. Knight	13	378	1934
Presentation Academy; Pr., 4; Sister Catherine Teresa	19	370	1925
Sacred Heart Academy; Pr., 4; Sister M. Dolorosa	17	237	1926
Shawnee High School; P., 3; Robert B. Clem	35	785	1931
Ursuline Academy; Pr., 4; Sister Mary Agnes	21	450	1927
Ludlow; P., 6; J. F. Tanner	19	417	1926
Lynch; P., 6; H. L. Cash	19	462	1936
<b>Lyndon</b>			
Kentucky Military Institute; Pr., 4; Col. C. B. Rich- mond	19	262	1925
Madisonville; P., 4; Sam B. Pollock (Acting Principal)	15	329	1919
<b>Maple Mount</b>			
Mount Saint Joseph Academy; Pr., 4; Sister Eugenia Scherer	11	128	1926

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Mayfield; P., 6; S. W. Douthitt	27	627	1916
Maysville; P., 6; Roy Knight	19	335	1921
Middlesboro; P., 4; P. L. Hamlett	18	460	1922
Midway			
Kentucky Female Orphan School; Pr., 6; Mrs. Gene Bridges Wilder	12	228	1929
Millersburg			
Millersburg Military Institute; Pr., 4; Col. W. R. Nelson	9	104	1925
Monticello; P., 4; R. F. Peters	6	123	1929
Morehead			
Morehead State Teachers College High School; P., 6; Chiles VanAntwerp	9	154	1929
Morganfield; P., 4; M. J. Clarke	10	207	1920
Mount Sterling; P., 4; K. H. Harding	13	257	1928
Munfordville; P., 6; H. R. Riley	7	185	1928
Murray			
Murray High School; P., 6; Ed Filbeck	14	284	1924
Murray Training High School; P., 6; C. M. Graham	10	165	1934
Nazareth			
Nazareth Academy; Pr., 4; Sister Margaret Gertrude	21	50	1920
Newport; P., 4; J. L. Cobb	34	776	1913
Nicholasville; P., 6; Mrs. Lucile B. Hare	12	311	1926
Owensboro			
Owensboro High School; P., 3; J. W. Snyder	21	389	1913
Saint Frances Academy; Pr., 4; Sister Anna Louise Mattingly	9	214	1929
Owenton; P., 4; H. A. Adams	6	146	1934
Paducah			
Saint Mary's Academy; Pr., 4; Sister Agatha	7	132	1933
Tilghman High School; P., 3; Walter C. Jetton	30	677	1913
Paintsville; P., 5; R. G. Huey	12	281	1927
Paris; P., 6; F. A. Scott	20	410	1915
Pikeville			
Pikeville College Academy; Pr. 4; Mrs. Carl P. Hatcher	10	50	1925
Pikeville High School; P., 4; T. W. Oliver	17	464	1925
Pineville; P., 6; J. C. Eddleman	14	273	1925
Prestonsburg; P., 4; Claybourne Stephens	11	313	1931
Princeton			
Butler High School; P., 6; C. A. Horn	17	435	1923
Raceland; P., 4; E. B. Whalin	10	154	1934
Richmond			
Madison High School; P., 6; Jesse C. Moberly	15	271	1925
Model High School; P., 6; J. Dorland Coates	9	160	1925



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
KENTUCKY— <i>Continued</i>			
Russell; P., 3; Harry M. Sparks	13	205	1925
Russellville; P., 6; W. H. Haynes	12	244	1926
Saint Catharine			
Saint Catharine Academy; Pr., 4; Sister Theodore	12	52	1925
Saint Vincent			
Saint Vincent Academy; Pr., 4; Sister Robert Mary Roberts	5	91	1924
Shelbyville; P., 6; C. Bruce Daniel	15	320	1924
Somerset; P., 4; W. B. Jones	18	402	1921
Springfield; P., 4; Bennett R. Lewis	7	121	1933
Stanford; P., 6; J. T. Embry	10	165	1925
Sturgis; P., 4; William T. McGraw	13	304	1913
Valley Station			
Valley High School; P., 4; Mrs. Julia R. Fahey (Acting Principal)	17	524	1936
Versailles			
Margaret Hall School; Pr., 6; The Rev. Mother Rachel	11	43	1936
Versailles High School; P., 4; George Yates	14	315	1926
Williamsburg; P., 4; Ernest Murphy	9	184	1927
Winchester			
Clark County High School; P., 4; Z. A. Horton	12	320	1931
Total (Number schools 127)	2,005	41,803	
Average per school	16	329	
LOUISIANA			
Abbeville; P., 4; L. J. Berry	15	403	1940
Alexandria			
Bolton; P., 4; S. M. Brame	49	1,251	1915
Poland (Rt. 2); P., 4; L. M. Nabours	5	75	1929
Amite; P., 4; Lyman L. Jones	13	262	1920
Arcadia; P., 4; E. R. Hester	8	122	1924
Athens; P., 4; H. W. Whatley	5	88	1931
Baskin; P., 4; F. E. Lyles	8	143	1926
Bastrop; P., 4; S. G. Lucky	20	524	1923
Baton Rouge			
Central (Rt. 4); P., 4; J. A. Smith	10	184	1940
High School; P., 3; Miss Reine Alexander	50	1,240	1917
Istrouma; P., 4; H. P. Overton	36	803	1926
St. Joseph's Academy; Pr., 4; Sister Frances	9	227	1931
University Laboratory; P., 4; George H. Deer	16.75	156	1915
Zachary; P., 4; J. I. Daniel, Jr.	6	107	1940
Belcher; P., 4; J. T. Ratliff	5	66	1929
Bernice; P., 4; Mr. M. A. Price	9	151	1942
Bienville; P., 4; V. W. Barber	6	91	1932

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA— <i>Continued</i>			
Bogalusa; P., 4; Harry W. Hoppen	33	815	1917
Bossier; P., 4; M. H. S. Jacks	18	505	1942
Boyce; P., 4; C. R. Sanders	8	181	1920
Breaux Bridge			
Breaux Bridge; P., 4; A. J. Cormier	8	169	1931
Cecilia (Rt. 1); P., 4; W. R. Angelle	9	161	1942
Bunkie; P., 4; C. G. Snoddy	11	218	1926
Campti; P., 4; C. G. Cloutier	5	61	1932
Castor; P., 4; E. R. Minchew	9	146	1932
Cheneyville; P., 4; C. H. Downs	4	52	1927
Church Point; P., 4; T. L. Lougarre	12	286	1936
Columbia; P., 4; H. S. Bankston	10	231	1934
Cotton Valley; P., 4; C. L. Coussons	8	134	1929
Coushatta; P., 4; Joe R. Bobbitt	8	199	1930
Covington			
E. E. Lyon; P., 4; James Plummer	21	465	1925
Crowley; P., 4; G. P. Lucas	21	456	1921
Delhi; P., 4; John A. Jones	9	169	1941
DeQuincy; P., 4; M. M. Walker	12	277	1920
Donaldsonville; P., 4; B. C. Alwes	11	217	1922
Doyline; P., 4; P. C. Robert	5	84	1941
Dutchtown; P., 4; H. J. Braud	9	182	1941
Edgard; P., 4; Charles Broussard	7	100	1922
Elizabeth; P., 4; K. C. Smith	5	67	1926
Ferriday; P., 4; Hugh A. Bateman	8	138	1929
Forest Hill; P., 4; W. S. Campbell	5	128	1930
Franklin; P., 4; E. A. Crowell	16	286	1921
Gibbsland; P., 4; H. L. Nobles	8	88	1932
Gilbert; P., 4; B. R. Gunn	5	105	1924
Glenmora; P., 4; George R. Mays	9	217	1922
Gonzales; P., 4; Mr. C. E. Manning	11	255	1942
Greenwood; P., 4; L. B. Rusheon	8	154	1930
Gretna; P., 4; Alvin G. Gehring	22	540	1922
Gueydan; P., 4; T. L. Bush	12	266	1927
Hammond; P., 4; Ralph Shaw	16.5	310	1920
Haynesville; P., 4; R. W. Atkins	16	333	1925
Homer; P., 4; H. G. Robinson	13.5	268	1921
Hosston; P., 4; J. W. Freeman	5	58	1931
Houma			
Terrebonne; P., 4; Charles A. LeBlanc	34	948	1914
Ida; P., 4; G. M. Middleton	7	113	1929
Independence; P., 4; T. B. Pugh, Jr.	15	324	1921
Jeanerette; P., 4; W. L. Colvin	9	119	1926
Jennings; P., 4; P. E. Wilson	13	317	1918

## LIST OF MEMBER SCHOOLS, 1943—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA—Continued			
Jonesville			
Block; P., 4; F. H. Shiel	11	182	1940
Kenner; P., 4; S. J. Barbre	10	169	1928
Kentwood; P., 4; W. E. Pate	11	179	1923
Kinder; P., 4; R. G. Hanchey	8	132	1926
Lafayette; P., 4; Robert E. Chaplin	32	715	1926
Lake Charles			
High School; P., 4; G. W. Ford	25	570	1921
LaGrange; P., 4; J. J. Verret	13	333	1940
Lake Providence; P., 4; H. H. Moorman	11	184	1921
LeCompte; P., 4; R. E. Galloway	8	175	1922
Leesville; P., 4; A. H. Nannev	12	349	1925
Lisbon; P., 4; M. J. Haynes	5	68	1925
Logansport; P., 4; Jack R. Gamble	9	180	1930
Longstreet; P., 4; R. A. Wagley	4	55	1931
Lutcher; P., 4; J. F. Gugleilmo, Jr.	13	285	1932
Mangham; P., 4; T. A. Judd	11	235	1928
Mansfield; P., 4; I. C. Strickland	13	228	1925
Many; P., 4; J. T. Leopold	12	250	1929
Marion; P., 4; J. W. Melton	8	118	1939
Marksville; P., 4; Ben F. LaBorde	12	230	1925
Mer Rouge; P., 4; C. W. Montgomery	5	79	1928
Minden			
Harris (Rt. 2); P., 4; H. A. Smith	5	48	1926
High School; P., 4; J. L. Cathcart	17	397	1921
Monroe			
Neville; P., 4; Paul J. Neal	17	379	1918
Ouachita Parish; P., 4; Jack Hayes	68	1,798	1914
Mooringsport; P., 4; Lloyd E. Walker	7	121	1930
Morgan City; P., 4; Louis T. Holmes	15	294	1942
Napoleonville; P., 4; William P. Blanchard	7	131	1922
Natchitoches; P., 4; A. B. Simpson	22	350	1926
New Iberia; P., 4; C. M. Bahon	24	613	1920
New Orleans			
Alcee Fortier; P., 4; John R. Conniff	61	1,590	1931
Academy of the Sacred Heart; Pr., 4; Mother Marie Adele Bush	10	90	1927
Eleanor McMain; P., 4; Miss Alice A. Leckert	56	1,346	1932
Holy Cross; Pr., 4; Walter A. Grindel	24	573	1925
Isidore Newman; Pr., 6; Dr. C. C. Henson	24	362	1913
Jefferson (Rt. 2); P., 4; J. V. Fairchild	11	235	1930
Jesuit; Pr., 4; Rev. W. P. Donnelly, S. J.	32	720	1926
John McDonogh; P., 4; Miss Josephine Thomas	65	1,538	1922
Louise S. McGehee; Pr., 4; Mrs. Nina Preot Davis	12	96	1921



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>LOUISIANA—Continued</i>			
Martin Behrman; P., 4; Jos. S. Kluchin	35	593	1934
Metairie Ridge; P., 4; Paul J. Hubbell	19	462	1929
Metairie Park Country Day; Pr., 6; Ralph E. Boothby	15	109	1935
St. Joseph's Academy; Pr., 4; Sister Mary Anthelma	15	305	1932
Samuel J. Peters; P., 4; Mr. Arthur J. Scott	45	1,110	1942
Sophie B. Wright; P., 4; Miss Eleanor E. Riggs	45	931	1922
St. Mary's Dominican; Pr., 4; Sister Mary Clara, O. P.	14	320	1927
Ursuline; Pr., 4; Mother M. Aloysia Tallon,osu	10	126	1928
Warren Easton; P., 4; F. Gordon Eberle, Sr.	49	1,318	1917
Oakdale; P., 4; A. W. Durham	14	326	1925
Oil City; P., 4; W. F. Bozeman	8	153	1926
Patterson; P., 4; P. S. Bauer	5	66	1922
Pelican; P., 4; J. J. Webb	7	107	1925
Plaquemine; P., 4; S. L. Crownover	16	331	1922
Ponchatoula; P., 4; W. E. Butler	22	538	1922
Rayne; P., 4; Irene M. Petitjean	13	263	1920
Rayville; P., 4; R. S. Hargis	19	437	1924
Reserve			
Leon Godchaux; P., 4; Howard Turner	15	408	1931
Ringgold; P., 4; L. V. Noles	9	119	1932
Romeville; P., 4; John D. Lambremont	4	73	1933
Rosedale			
Shady Grove; P., 4; P. E. Marionneaux	7	127	1922
Ruston; P., 4; H. E. Townsend	24	585	1928
St. Francisville			
Julius Freyhan; P., 4; Robert E. Watson, Supt.	8	119	1931
St. Gabriel; P., 4; J. L. Harbourt	5	77	1934
St. James; P., 4; A. L. Porter	8.5	197	1932
St. Martinville; P., 4; G. R. Eastin	9	206	1942
Saline; P., 4; G. E. Rogers	6	84	1932
Shreveport			
C. E. Byrd; P., 4; Grover C. Koffman	82	2,161	1914
Fair Park; P., 4; E. L. Alberson	60	1,704	1930
St. John's High School; Pr., 4; Rev. Laurence M. O'Neill	13	175	1925
St. Vincent's High School; Pr., 4; Sister Cornelia	14	126	1929
Sicily Island; P., 4; C. B. Coney	8	124	1931
Simsboro; P., 4; Morelle Emmons	5	93	1942
Slidell; P., 4; L. V. McGinty	11	222	1923
Springhill; P., 4; R. O. Machen	14	301	1922
Sulphur; P., 4; B. S. Walker	15	397	1924
Summerfield; P., 4; F. C. Haley	6	78	1925
Tallulah; P., 4; R. L. Moncrief	14	298	1924
Tioga; P., 4; E. H. Aiken	9	232	1930

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA— <i>Continued</i>			
Ville Platte; P., 4; J. D. LaFleur	17	360	1938
Vinton; P., 4; H. C. Semple	9	236	1922
Vivian; P., 4; C. L. Mackey	18	385	1922
Welsh; P., 4; George Cousin, Jr.	9	184	1920
Westwego; P., 4; Miss Stella E. Worley	17	351	1927
White Castle; P., 4; S. E. Owen	9	185	1922
Winnsboro; P., 4; William B. Glover	13	282	1926
Wisner; P., 4; Robert E. Johnson	8	127	1922
Total (Number schools 143)	2,254	48,943	
Average per school	16	342	

## MISSISSIPPI

Aberdeen; P., 4; C. E. Saunders	10	248	1922
Amory; P., 6; T. N. Touchstone	14	315	1922
Bay St. Louis			
High School; P., 4; S. J. Ingram	9	198	1938
St. Joseph; Pr., 4; Mother Claire	6	62	1934
St. Stanislaus; Pr., 4; Brother Peter	15	186	1934
Belzoni; P., 4; Sale Lilly	10	213	1923
Biloxi; P., 4; George W. Ditto	23	656	1922
Brookhaven; P., 4; C. H. Lipsey	14	341	1923
Brooklyn			
Forest Co. A. H. S.; P., 4; J. C. Windham	13	255	1939
Canton; P., 4; C. A. Johnson (acting)	11	278	1918
Charleston; P., 4; N. C. Hathorn	9	216	1920
Chatawa			
St. Mary of the Pines; Pr., 4; Sr. M. Charissia	11	126	1933
Clarksdale; P., 4; H. B. Heidelberg	19	366	1914
Cleveland; P., 4; W. J. Parks	19	234	1922
Clinton; P., 4; J. M. Lassetter	8	154	1928
Columbia; P., 4; J. O. Snowden	14	312	1929
Columbus			
Stephen D. Lee; P., 4; C. N. Brandon	20	535	1919
Corinth; P., 4; Hal Anderson	15	342	1919
Crystal Springs; P., 4; E. F. Puckett	14	334	1929
Drew; P., 4; F. C. Barnes	10	245	1928
Durant; P., 6; C. H. Carruth, Jr.	6	135	1924
Ellisville			
Jones Co. A. H. S.; P., 4; J. B. Young	34	587	1928
Flora; P., 6; V. L. Bigham, Jr.	5	98	1924

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>MISSISSIPPI—Continued</i>			
Goodman			
Holmes Co. A. H. S.; P., 3; R. M. Branch	10	58	1931
Greenville; P., 3; F. W. Murphy	17	345	1902
Greenwood; P., 3; E. S. Bowlius	22	365	1902
Grenada; P., 4; John Rundle	13	266	1924
Gulfport			
Gulf Coast Military Academy; Pr., 6; Maj. J. E. Belka	18	410	1918
Gulf Park College; Pr., 3; R. G. Cox	10	67	1922
High School; P., 4; B. Frank Brown	22	570	1913
Hattiesburg			
Demonstration (S.T.C.); P., 6; Dr. H. D. Pickens	9	162	1929
High School; P., 6; S. H. Blair	28	1,092	1920
Hazlehurst; P., 4; J. J. Turner	11	298	1942
Hernando; P., 6; J. F. Russum	9	152	1931
Hollandale; P., 6; C. L. Crawley	8	146	1933
Holly Springs; P., 6; H. L. Gillespie	9	174	1927
Horn Lake; P., 6; Dan T. Keel	7	123	1934
Houston; P., 4; S. F. Smith	8	177	1940
Indianola; P., 4; W. W. Lockard	8	143	1924
Itta Bena			
B. G. Humphrey; P., 6; C. H. Murphy	8	137	1932
Jackson			
Central; P., 3; K. P. Walker	46	1,256	1913
Kosciusko; P., 4; Tom S. Hines	12	301	1923
Laurel			
George S. Gardiner; P., 3; R. H. Watkins	25	498	1913
Leland; P., 6; W. E. Bufkin	15	243	1924
Lexington; P., 4; W. B. Kenna	8	129	1922
Louisville; P., 4; J. M. Pearson	13	348	1929
Magnolia; P., 4; Dr. R. L. Hunt	10	159	1940
Marks; P., 6; J. B. Lesley	7	152	1930
McComb; P., 4; D. L. Blackwelder	18	433	1914
Meridian; P., 4; Dr. H. M. Ivy	54	1,261	1915
Merigold; P., 6; F. W. Young	6	101	1924
Moorhead			
Sunflower Co. A. H. S.; P., 4; P. M. West	14	145	1928
Moss Point; P., 3; A. L. Monroe	9	214	1936
Natchez; P., 4; W. H. Braden	20	404	1914
New Albany; P., 6; W. P. Daniel	13	296	1907
Newton; P., 4; O. N. Darby	10	206	1930
Okolona; P., 6; A. W. James	10	207	1929
Oxford			
University High; P., 6; R. H. Gillespie	11	229	1929
Pascagoula; P., 6; Thomas R. Wells	22	587	1941



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
MISSISSIPPI— <i>Continued</i>			
Pass Christian; P., 4; Frank L. French	7	104	1938
Philadelphia; P., 4; S. A. Brasfield	9	209	1929
Picayune; P., 4; T. K. Boggan	11	202	1925
Port Gibson			
Chamberlain-Hunt; Pr., 4; W. H. Harrell	5	48	1911
Raymond			
Hinds Co. A. H. S.; P., 3; G. M. McLendon	19	168	1917
Rolling Fork; P., 6; H. G. Fenton	8	116	1923
Rosedale; P., 6; C. O. Brunson	7	90	1924
Ruleville; P., 6; C. L. Milling	9	192	1924
Sardis; P., 6; J. M. Caughman	9	186	1932
Scooba			
Kemper Co. A. H. S.; P., 4; J. M. Tubb	12	79	1930
Shaw; P., 4; Frank Hough	10	97	1923
Starkville; P., 4; J. W. Overstreet	11	266	1928
Summit; P., 6; J. E. R. Saunders	5	71	1940
Sumner; P., 4; C. S. Bigham	5	56	1929
Tchula; P., 5; W. R. Huddleston	6	86	1934
Tunica; P., 4; S. R. Hughston	8	124	1934
Tupelo; P., 4; T. M. Milam	17	349	1918
Tylertown; P., 6; Jim C. Barnett	9	225	1941
Vicksburg			
All Saints; Pr., 4; Rev. W. G. Christian	17	57	1922
Carr Central; P., 6; H. V. Cooper	29	689	1926
Water Valley; P., 4; J. N. Bell	9	176	1940
West Point; P., 4; B. D. McCallister	11	225	1920
Winona; P., 4; C. W. Akins	7	156	1930
Yazoo City; P., 4; R. J. Koonce	10	260	1917
Total (Number schools 83)	1,099	22,521	
Average per school	13	271	

## NORTH CAROLINA

Albemarle; P., 5; H. C. McFadyen	29	618	1942
Arden			
Christ School; Pr., 4; D. P. Harris	13	103	1933
Asheville			
Academy of St. Genevieve; Pr. 4; Mother Margaret			
Potts	14	68	1913
Lee H. Edwards; P., 3; L. N. Connor	40	926	1913
Asheville School; Pr., 5; D. R. Fall	13	104	1913
Badin; P., 4; P. M. Dulin	21	126	1936

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>NORTH CAROLINA—Continued</i>			
Belmont			
Belmont Abbey; Pr., 4; Rev. Bede C. Lightner	18	82	1934
Sacred Heart Academy; Pr., 4; Sister M. Angela	8	43	1928
Buies Creek			
Campbell College; Pr., 4; Leslie H. Campbell	23	108	1929
Burlington; P., 5; James A. Gerow	37	863	1938
Chapel Hill; P., 5; C. E. Buckner	27	330	1916
Charlotte			
Central; P., 3; E. H. Garinger	51	1,495	1913
Concord; P., 4; J. E. Cassell	22	577	1924
Durham; P., 4; Quinton Holton	44	1,164	1902
Elm City; P., 5; P. T. Fugate	11	252	1940
Elizabeth City; P., 4; J. G. McCracken	15	338	1942
Farmville; P., 4; J. H. Moore	18	109	1940
Fayetteville; P., 4; W. B. Harrill	22	558	1936
Gastonia; P., 4; Frank L. Ashley	32	941	1940
Goldsboro; P., 5; C. W. Twiford	23	692	1936
Greensboro			
Curry Demonstration School; P., 5; R. F. W. Brimley	10	221	1928
Greensboro Senior High; P., 3; A. P. Routh	44	1,053	1936
Greenville; P., 5; J. R. Wilkerson	24	566	1917
Hamlet; P., 5; W. L. Haltiwanger	15	442	1939
Hendersonville			
Blue Ridge School for Boys; Pr., 5; J. R. Sandifer	6	26	1916
Fassifern; Pr., 5; S. L. Woodward	12	82	1926
Hendersonville; P., 5; L. K. Singley	18	375	1917
High Point; P., 3; D. P. Whitley	43	1,137	1938
Kannapolis			
Cannon High School; P., 4; J. L. Dupree	29	900	1942
Kings Mountain; P., 5; J. E. Honeycutt	15	355	1930
Lenoir; P., 5; Cullen Johnson	21	426	1938
Lexington; P., 5; Vincent Kelly	23	677	1924
Lumberton; P., 4; T. A. Little	11	267	1936
Monroe; P., 5; R. W. House	11	226	1936
Montreat College; Pr., 4; Dr. Margaret Spencer	16	105	1930
Mooresville; P., 3; Fred L. Holt	11	335	1939
Mount Airy; P., 5; H. M. Finch	20	597	1936
North Wilkesboro; P., 4; Paul S. Cragan	10	216	1922
Oak Ridge; Pr., 4; T. O. Wright	12	107	1899
Raleigh			
Hugh Morson; P., 4; G. H. Arnold	27	733	1939
Needham Broughton; P., 5; H. A. Helms	33	1,082	1939
Methodist Orphanage; Pr., 4; B. M. Madison	4	91	1939
Peace Preparatory; Pr., 2; Wm. C. Pressly	5	27	1927
Saint Mary's School; Pr., 3; Mrs. Ernest Cruikshank	6	75	1923

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
NORTH CAROLINA— <i>Continued</i>			
State School for the Blind; P., 4; H. C. Griffin	6	29	1925
Reidsville; P., 4; C. C. Lipscomb	20	457	1941
Roanoke Rapids; P., 4; T. L. Martin	23	593	1928
Rockingham; P., 5; Miss Kate Finley	26	786	1938
Rocky Mount; P., 4; I. E. Ready	34	856	1921
Salemburg			
Pineland School and Edwards Military Institute; Pr., 4; Mrs. W. J. Jones	12	163	1923
Salisbury			
Boyden; P., 5; Miss Julia W. Groves	29	688	1936
Sanford; P., 5; E. R. Smith	17	438	1940
Shelby; P., 5; T. H. Wetmore, Jr.	20	469	1942
Southern Pines; P., 5; A. C. Dawson, Jr.	12	220	1925
Wilmington			
New Hanover; P., 4; T. T. Hamilton, Jr.	70	1,755	1936
Wilson			
Charles L. Coon High; P., 5; J. M. Hough	34	888	1939
Winston-Salem			
James A. Gray High; P., 5; J. A. Woodward	23	631	1936
John W. Hanes High; P., 5; R. S. Haltiwanger	16	410	1936
R. J. Reynolds High; P., 4; C. R. Joyner	45	1,286	1916
Salem Academy; Pr. 4; Miss Mary A. Weaver	8	71	1914
Total (Number schools 60)	1,302	29,358	
Average per school	22	489	

## SOUTH CAROLINA

Abbeville; P., 4; C. H. Tinsley	10	269	1921
Aiken; P., 5; L. K. Hagood	19	458	1934
Bamberg			
Carlisle; Pr., 4; J. F. Risher	11	215	1924
Batesburg-Leesville; P., 4; E. W. Rushton	14	333	1942
Beaufort; P., 4; O. K. McDaniel	12	300	1940
Bennettsville; P., 4; J. S. Agnew	10	251	1914
Camden; P., 4; J. G. Richards, Jr.	19	385	1923
Charleston			
Ashley Hall; Pr., 4; Mary V. McBee	14	133	1916
High School (Boys); P., 4; A. B. Rhett, Superintend- ent; H. O. Strohecker, Principal	27	664	1913
Memminger (Girls); P., 5; A. B. Rhett, Superintend- ent; G. C. Rogers, Principal	30	702	1938
Porter Military Academy; Pr., 4; P. M. Thrasher	10	186	1913
Chester; P., 4; M. E. Brockman	20	425	1916



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA— <i>Continued</i>			
Clinton			
High School; P., 4; Pat H. Hobson	13	300	1925
Thornwell; Pr., 4; L. Ross Lynn	5	90	1926
Columbia			
Dreher; P., 3; A. C. Flora, Superintendent; D. L. McCormac, Principal	33	637	1939
High School; P., 3; A. C. Flora, Superintendent; E. R. Crow, Principal	54	1,226	1918
University; P., 5; A. C. Flora, Superintendent; A. R. Hafner, Principal	17	295	1933
Conway; P., 4; C. B. Seaborn	28	792	1940
Darlington; P., 4; J. C. Daniel	14	369	1913
Denmark; P., 5; A. J. Richards	9	176	1923
Dillon; P., 4; J. V. Martin	13	324	1940
Duncan; P., 5; D. R. Hill	14	308	1928
Easley; P., 4; W. M. Scott	27	651	1925
Florence; P., 3; J. W. Moore	31	653	1913
Gaffney; P., 4; L. F. Carson	28	722	1926
Georgetown; P., 4; W. C. Bynum	13	319	1925
Greenville			
High School; P., 3; W. F. Loggins, Superintendent; M. T. Anderson, Principal	50	1,133	1921
Parker; P., 4; L. P. Hollis, Superintendent; T. M. Nelson, Principal	57	1,412	1928
Greenwood; P., 4; W. E. Black, Superintendent; W. W. Benson, Principal	43	1,094	1914
Greer; P., 4; R. L. Stuart, Jr.	19	495	1925
Hartsville; P., 4; J. H. Thornwell	22	538	1923
Kershaw; P., 4; C. L. Rasor	7	178	1926
Laurens; P., 5; C. K. Wright	19	583	1925
McColl; P., 5; H. A. Marshall*	11	237	1939
McCormick			
De la Howe; Pr., 5; E. F. Gettys	7	114	1928
Mullins; P., 5; L. B. McCormick	13	308	1925
Newberry; P., 4; O. B. Cannon	22	490	1925
North Augusta; P., 4; Paul Knox	9	218	1935
North Charleston; P., 4; R. H. Morse	39	900	1934
Orangeburg; P., 4; A. J. Thackston	31	571	1915
Rock Hill			
High School; P., 4; W. C. Sullivan	36	870	1921
Winthrop Training; P., 4; H. L. Frick	11	128	1923
Spartanburg; P., 3; L. W. Jenkins, Superintendent; M. B. Wilson, Jr., Principal	55	1,288	1919

\* Acting Superintendent; Superintendent R. S. Owings on leave.

## LIST OF MEMBER SCHOOLS, 1943—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA—Continued			
St. Matthews; P., 5; R. D. Zimmerman, Jr.	11	234	1940
Summerville; P., 5; J. H. Spann	11	252	1913
Sumter; P., 4; W. H. Shaw, Superintendent; H. T. Stoddard, Principal	43	1,005	1913
Tailors; P., 4; H. J. Howard	9	190	1940
Union; P., 4; R. A. Hogrefe	28	706	1940
Wellford			
Wellford-Lyman-Tucapau; P., 4; Paul E. Gravely†	10	229	1930
Williston			
Williston-Elko; P., 4; C. K. Ackerman	9	144	1931
Woodruff; P., 4; W. R. Anderson, Jr.	17	402	1939
Total (Number schools 51)	1,084	24,902	
Average per school	21	488	

## TENNESSEE

Alcoa; P., 4; V. F. Goddard	11	260	1928
Arlington			
Bolton High School; P., 6; Mrs. Louise B. Barret	9	176	1930
Ashland City			
Cheatham County Central High School; P., 6; J. H. Banks	13	307	1930
Bartlett			
Nicholas Blackwell High School; P., 4; H. I. Roland	23.5	370	1925
Baxter			
Baxter Seminary; P., 4; Dr. Harry L. Upperman	17	293	1925
Bell Buckle			
Webb School; Pr., 6; Wm. R. Webb	11	141	1938
Benton			
Polk County High School; P., 4; R. M. Blair	13	235	1932
Bristol			
Bristol Tennessee High School; P., 4; I. D. Eggers	24	490	1928
Carthage			
Smith County High School; P., 4; E. G. Rogers	12	283	1923
Chattanooga			
Baylor School, The; Pr., 6; H. B. Barks	18	290	1919
Central High School; P., 4; S. E. Nelson	84	1,956	1918
Girls' Prep. School; Pr., 6; Miss Tommie P. Duffy	11	191	1913
High School; P., 3; Edgar K. Smith	46	1,159	1915
McCallie School, The; Pr., 6; Dr. S. J. McCallie	22	355	1909
Notre Dame High School; Pr., 4; Sr. Mary Agnes	8	168	1931

† Acting Superintendent; Superintendent J. R. Mullikin, Jr., on leave.

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TENNESSEE—Continued</i>			
Clarksville; P., 4; Howard Kirksey	28	667	1920
Collegedale			
Southern Junior College Prep. Dept.; Pr., 4; D. E. Rebok	14	128	1930
Collierville; P., 6; C. H. Harrell	12	251	1925
Columbia			
Central High School; P., 4; W. J. Field	24	600	1917
Military Academy; Pr., 6; Col. C. A. Ragsdale	21	360	1911
Concord			
Farragut High School; P., 6; Drew S. Gaylor	12	317	1936
Copperhill; P., 4; J. M. Reedy	9	130	1929
Covington			
Byars-Hall High School; P., 4; J. R. Miles	14	379	1928
Donelson; P., 4; John H. Tucker	12	230	1942
Ducktown; P., 4; M. L. Jones	8.5	154	1939
Dyersburg; P., 4; C. M. Walker	22	618	1920
Elizabethton; P., 4; J. R. Ritchie	24	643	1929
Erwin			
Unicoi County High School; P., 4; Albert L. Price	25	661	1929
Fountain City			
Central High School; P., 4; Miss Hassie K. Gresham	39	1,200	1918
Franklin			
Battle Ground Academy; Pr., 5; George I. Briggs	7	106	1925
High School; P., 4; Daly Thompson	13	287	1942
Gallatin; P., 4; D. W. Moody	13	321	1938
Germantown			
M. C. Williams High School; P., 4; Ralph B. Hunt	9	176	1930
Goodlettsville; P., 4; W. E. Lowe	10	225	1923
Hartsville			
Trousdale County High School; P., 4; I. C. Pullias	10	189	1923
Henderson			
Chester County High School; P., 4; T. H. Williams	14	346	1928
Humboldt; P., 4; C. E. Brock	11	240	1942
Jacksboro			
Central High School; P., 4; David E. Reynolds	12	261	1928
Jackson; P., 3; D. E. Ray, Sr.	21.5	575	1938
Jellico; P., 4; William D. Stout	10	246	1929
Johnson City			
Science Hill High School; P., 3; N. E. Hodges	33	717	1928
Kingsport			
Dobyns-Bennett High School; P., 4; Charles K. Koffman	31	731	1922
Knoxville			
High School; P., 3; W. E. Evans	71	2,026	1914
Young High School; P., 4; Sam A. Duff	22	682	1931

## LIST OF MEMBER SCHOOLS, 1943—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE—Continued			
LaFollette; P., 4; Robert Sharp	13	289	1926
Lawrenceburg			
Lawrence County High School; P., 4; E. O. Coffman	20	579	1928
Lebanon			
Castle Heights Military Academy; Pr., 4; Col. H. L. Armstrong	27	371	1929
Lewisburg			
Marshall County High School; P., 4; J. W. Zumbro	12	276	1930
Livingston			
Livingston Academy; P., 4; J. C. Taylor	12	299	1930
McMinnville			
Central High School; P., 4; Allen McCormick	16	438	1941
Maryville; P., 4; Mell H. Atchley	17	389	1928
Memphis			
Central High School; P., 3; Charles P. Jester	47.5	1,435	1919
Christian Brothers College; Pr., 4; Brother Lawrence David	18	313	1933
Humes High School; P., 3; D. M. Hilliard	37	731	1928
Lausanne School; Pr., 4; Mrs. Emma DeSaussure Jett	9	40	1933
Messick High School; P., 3; Thomas H. Grinter	16	433	1923
Miss Hutchison's School; Pr., 4; Miss Mary Grimes Hutchison	10	111	1923
South Side High School; P., 4; H. H. Gnuse	36	1,017	1926
St. Agnes Academy; Pr., 7; Sister M. Julia	10	197	1925
St. Mary's School; Pr., 4; Miss Helen A. Loomis	5	43	1930
Technical High School; P., 3; J. L. Highsaw	42	1,107	1928
Middleton; P., 4; Finis E. Sims	8	169	1935
Millington			
Central High School; P., 4; William L. Osteen	14	256	1918
Morristown; P., 3; Carl T. Vance	17	335	1921
Mt. Pleasant			
Hay Long High School; P., 4; Dudley S. Tanner	10	235	1925
Murfreesboro			
Central High School; P., 4; J. C. Mitchell	19	433	1919
Nashville			
Central High School; P., 4; H. T. Hays	31	703	1928
David Lipscomb Prep. School; Pr., 4; Max Hamrick	16	134	1926
Duncan College Prep. School; Pr., 4; Marvin T. Duncan	7	82	1920
East Nashville High School; P., 3; Wm. Henry Oliver	35	880	1935
Father Ryan High School; Pr., 4; Rev. S. Ernest Wiley	12	233	1928
Hillsboro High School; P., 4; John Koen	21	561	1941
Hume-Fogg Technical and Vocational School; P., 3; J. H. Cochran	16	249	1909



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TENNESSEE—Continued</i>			
Isaac Litton High School; P., 4; G. C. Carney	27	776	1935
Montgomery Bell Academy; Pr., 6; J. M. Farrell	13	165	1899
Peabody Demonstration School; Pr., 6; J. E. Windrow	14	256	1919
St. Bernard Academy; Pr., 4; Sr. Mary Aquin	7	89	1933
St. Cecilia Academy; Pr., 4; Sr. Anne Frances	8	90	1925
Tennessee Industrial School; P., 4; J. B. Calhoun	9	168	1935
Ward-Belmont School; Pr., 4; Miss Annie C. Allison	22	198	1913
West End High School; P., 6; W. H. Yarbrough	34	825	1938
Norris; P., 4; Frank Van Alstine	15	197	1935
North Chattanooga Red Bank High School; P., 6; A. P. Stewart	26	702	1941
Old Hickory Du Pont High School; P., 4; C. P. Ferguson	13.5	344	1941
Paris E. W. Grove High School; P., 4; J. A. Barksdale	19	375	1915
Petersburg Morgan School, The; Pr., 4; Ernest F. Baulch	9	185	1940
Pleasant Hill Pleasant Hill Academy; Pr., 4; Victor Obenhaus	11	130	1941
Portland Sumner County High School; P., 4; C. O. Jett	10	257	1940
Pulaski Giles County High School; P., 4; W. P. Morton	12	317	1940
Rockwood; P., 4; T. R. Eutsler	8.5	215	1942
St. Andrews St. Andrew's School; Pr., 6; Augustus A. Koski	9	68	1932
Sewanee St. Mary's School; Pr., 6; Miss Edna Shelton	8	42	1940
Military Academy; Pr., 6; Col. C. A. Fasick	16	229	1913
Springfield; P., 4; Philip B. Bell	14	238	1926
Sweetwater Tennessee Military Institute; Pr., 5; Col. C. R. Endsley	11	197	1918
Tiptonville; P., 4; J. D. Reding	8	137	1929
Tyner; P., 4; C. C. Burgner	14.5	313	1930
Union City; P., 4; T. D. Ozment	13	205	1922
Whitehaven; P., 4; F. S. Elliott	32	622	1923
Whiteville; P., 4; Charles Calhoun	5.5	66	1940
Total (Number schools 100)	1,817	39,884	
Average per school	18	399	

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS			
Abilene; P., 4; L. E. Dudley	71	1,698	1939
Albany; P., 4; C. B. Downing	16	222	1928
Alice; P., 4; J. W. Roach	18	425	1928
Alpine			
Sul Ross Demonstration; P., 3; R. M. Bankhead	9	121	1932
Alvin; P., 3; A. G. Welch	19	258	1939
Amarillo; P., 3; C. M. Rogers	58	1,621	1914
Angleton; P., 6; Wesley Edwards	11	199	1932
Athens; P., 4; S. R. LeMay	17	421	1941
Austin			
Austin; P., 3; George H. Wells	79	1,895	1913
St. Edwards Academy; Pr., 4; Rev. Stanislaus F. Lisewski	10	75	1924
Baird; P., 4; O. G. South	11	195	1927
Beaumont			
Beaumont; P., 3; E. W. Jackson	51	1,275	1913
South Park; P., 4; C. W. Bingham	33	855	1916
Beeville			
A. C. Jones; P., 3; Robert J. Marshall	13	179	1939
Big Lake			
Reagan County; P., 6; C. E. Ellison	10	171	1941
Big Spring; P., 4; W. C. Blankenship	33	755	1921
Bonham; P., 4; I. B. Carruth	21	534	1913
Borger; P., 4; C. A. Cryer	24	684	1930
Bowie; P., 4; W. B. Alexander	18	371	1929
Brady; P., 3; W. E. Whitten	15	209	1916
Breckenridge; P., 3; J. F. Bailey	16	418	1925
Brenham; P., 5; F. W. Allenson	17	312	1915
Brownsville; P., 3; B. L. Brite	29	439	1928
Brownwood; P., 3; E. J. Woodward	23	578	1918
Bryan			
Allen Academy; Pr., 6; N. B. Allen	16	286	1918
Stephen F. Austin; P., 3; W. D. Wilkerson	20	517	1924
Bryson; P., 4; Jas. R. Emanuel	7	135	1940
Burkburnett; P., 4; R. M. Davis	15	322	1928
Calvert; P., 4; Rex Kathcart	7	69	1920
Cameron			
C. H. Yoe; P., 4; E. A. Perrin	17	380	1936
Canadian; P., 4; C. R. Douglass	12	303	1930
Canyon			
Canyon; P., 6; J. B. Speer	11	272	1928
W. T. S. T. C. Dem. School; P., 4; F. E. Savage	8	134	1928
Carriazo Springs; P., 4; H. E. Sullivan	13	155	1926
Carrollton; P., 4; C. C. Carver	10	278	1931

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TEXAS—Continued</i>			
Celeste; P., 4; Jones Pearce	7	152	1932
Cisco; P., 4; R. N. Cluck	19	379	1927
Clarendon; P., 3; H. T. Burton	12	188	1928
Claude; P., 4; J. T. Morris	7	94	1928
Cleburne; P., 4; Emmitt Brown	31	701	1913
Coleman; P., 4; J. T. Runkle	17	398	1920
Colorado; P., 4; J. E. Watson	18	390	1928
Commerce			
E. T. S. T. C. Dem. School; P., 6; E. H. Watson	13	153	1928
High School; P., 4; Frank H. Morgan	12	286	1942
Conroe; P., 3; H. N. Anderson	27	401	1939
Corpus Christi; P., 3; M. P. Baker	71	1,821	1939
Corsicana; P., 3; W. H. Norwood	24	585	1913
Crane; P., 4; L. L. Martin	12	117	1934
Crystal City; P., 4; Sterling H. Fly	9	114	1932
Cuero; P., 4; O. A. Zimmerman	11	292	1918
Daisetta			
Hull-Daisetta; P., 3; M. L. Deviney	14	156	1929
Dalhart; P., 4; Blake Bolton	13	376	1929
Dallas			
Adamson; P., 4; Howard A. Allen	59	1,651	1941
Dallas Tech; P., 4; Walter J. E. Schiebel	85	2,195	1941
Forest Avenue; P., 4; Wylie A. Parker	63	1,608	1941
Highland Park; P., 3; H. E. Gable	54	1,147	1936
Hockaday; Pr., 4; Miss Ela Hockaday	15	162	1928
Jesuit; Pr., 4; Rev. A. C. Smith	13	195	1942
North Dallas; P., 4; E. B. Comstock	52	1,346	1941
Sunset; P., 3; W. W. Bushman	54	1,613	1941
Woodrow Wilson; P., 4; G. L. Ashburn	60	1,730	1941
Dayton; P., 3; V. W. Miller	12	121	1935
Deer Park; P., 6; Clyde Abshier	10	103	1940
Del Rio; P., 3; Drury Wood	15	241	1928
Dénison; P., 4; B. McDaniel	37	1,015	1918
Denton			
Denton; P., 3; R. C. Patterson	20	478	1922
N. T. S. T. C. Dem. School; P., 5; J. C. Matthews	16	266	1927
Dickinson; P., 6; E. M. Belcher	13	212	1940
Donna; P., 4; A. B. Sanders	11	176	1924
Eagle Lake; P., 4; W. C. Reed	9	128	1918
Eagle Pass; P., 4; Fred R. Thompson	13	245	1930
Edcouch			
Edcouch-Elsa; P., 4; Joe H. Wilson	7	145	1939
Edinburg; P., 3; R. P. Ward	17	359	1924
Eldorado; P., 4; C. A. Reynolds	9	108	1931

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TEXAS—Continued</i>			
Electra; P., 3; B. M. Dinsmore	17	371	1924
Elgin; P., 4; John A. Freeman	13	204	1928
El Paso			
Austin; P., 4; W. W. Wimberly	55	1,359	1931
Bowie; P., 4; A. E. Lang	42	1,210	1931
El Paso; P., 4; R. R. Jones	59	1,252	1913
Loretta Academy; Pr., 4; Sister M. Felicitas	9	95	1928
Radford School; Pr., 4; Lucinda de L. Templin	14	97	1923
Ennis; P., 4; C. C. Isbell	20	459	1925
Fabens; P., 4; M. D. Lakey	11	131	1932
Farmersville; P., 4; N. O. Wright	10	219	1927
Ferris; P., 4; J. W. Yarborough	7	167	1928
Fort Stockton; P., 4; M. E. Fincher	12	144	1921
Fort Worth			
Amon G. Carter; P., 3; R. W. Records	19	521	1936
Arlington Heights; P., 3; N. E. Buster	28	724	1924
Diamond Hill; P., 3; J. G. Wittmayer	8	144	1935
Handley; P., 3; Edward Munden	6	166	1932
North Side; P., 3; E. F. Sellars	32.5	944	1917
Our Lady of Victory; Pr., 4; Sister Brigid	12	105	1929
Robert Lee Paschal; P., 3; O. D. Wyatt	66.5	1,996	1913
Polytechnic; P., 3; J. P. Moore	44.5	1,249	1924
Freeport; P., 4; O. A. Fleming	16	431	1930
Gainesville; P., 3; H. O. McCain	25	551	1913
Galena Park; P., 6; Walton Hinds	17	388	1929
Galveston			
Ball High; P., 3; S. B. Graham	60	1,226	1913
Garden City; P., 5; C. G. Parsons	9	121	1938
Gatesville; P., 3; Ercell W. Brooks	17	367	1930
Giddings; P., 4; R. C. Donaho	12	191	1939
Gilmer			
East Mountain; P., 4; D. T. Loyd	10	116	1939
Gladewater			
Gladewater; P., 4; J. J. Traugher	43	700	1933
Sabine; P., 4; S. O. Loving	12	150	1935
Union Grove; P., 4; J. V. Stripling	10	109	1937
Goliad; P., 4; E. E. Chamness	8	160	1924
Goose Creek			
Robert E. Lee; P., 3; N. S. Holland	41	965	1924
Graham; P., 4; I. T. Gilmer	23	579	1914
Grandfalls			
Grandfalls-Royalty; P., 6; Mrs. J. O. Head	13	165	1939
Grand Prairie; P., 4; L. A. Roberts	15	291	1942
Greenville; P., 3; H. H. Chambers	26	625	1936
Groom; P., 4; Dalton Ford	6	84	1936



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TEXAS—Continued</i>			
Harlingen; P., 4; Ernest H. Poteet	26	588	1924
Harrold; P., 4; S. P. Vick	5	85	1929
Henderson; P., 3; C. O. Pollard	19	418	1934
Henrietta; P., 4; F. W. Richardson	14	255	1941
Hereford; P., 4; Knox Kinard	14	328	1926
Hillsboro; P., 4; L. W. Hartsfield	28	697	1913
Holliday; P., 4; W. S. Thomas	13	208	1941
Honey Grove; P., 4; W. O. Cravens	12	314	1937
Houston			
Stephen F. Austin; P., 3; G. A. Loescher	48.2	1,350	1939
Jefferson Davis; P., 3; H. N. Shofstall	66	1,855	1926
Sam Houston; P., 3; W. S. Brandenberger	47	1,107	1913
Kinkaid School; Pr., 6; Mrs. W. J. Kinkaid	17	131	1939
Mirabeau B. Lamar; P., 3; W. J. Mayes	60	1,845	1939
Charles Milby; P., 3; W. I. Stevenson	44.2	1,214	1927
John H. Reagan; P., 3; R. H. Williams	77	2,163	1926
San Jacinto; P., 3; T. H. Rogers	65	1,508	1913
Hubbard; P., 4; L. L. Wilkes	7	149	1916
Humble			
Charles Bender; P., 4; Floyd H. Burton	12	166	1926
Huntsville; P., 3; R. M. Hawkins	18	306	1934
Iraan; P., 6; B. A. Copass	18	205	1930
Jacksonville; P., 4; Larue Cox	18	480	1928
Jefferson; P., 3; Cruce Stark	10	192	1936
Joinerville-Gaston; P., 4; G. R. Grissom	22	269	1936
Junction; P., 4; R. D. Kothman	11	187	1931
Kaufman; P., 3; Ben H. Hines	8	212	1931
Kenedy; P., 4; R. E. Stafford	11	202	1929
Kerens; P., 4; G. H. Wilemon	9	165	1924
Kermit; P., 4; B. F. Meek	13	204	1939
Kerrville			
Schreiner Institute; Pr., 4; J. J. Delaney	12	112	1926
Tivy; P., 4; H. A. Moore	21	373	1930
Kilgore; P., 3; W. L. Dodson	31	569	1935
Kingsville			
Henrietta M. King; P., 4; C. E. Wade	22	481	1940
La Feria; P., 4; J. B. Smith	8.5	172	1928
Lampasas; P., 3; Curtis Bozarth	10	216	1928
Lancaster; P., 4; J. E. Dawson	7	137	1929
Lefors; P., 4; E. R. Reeves	9.5	124	1932
Levelland; P., 3; T. E. McCollum	13	236	1941
Liberty; P., 4; Fred H. Matthys	8	145	1928
Lockhart; P., 4; R. L. Williams	13	245	1941
Longview			
Judson Grove; P., 4; L. J. Garner	10	136	1937

## LIST OF MEMBER SCHOOLS, 1943—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Longview; P., 3; H. L. Foster	25	527	1914
Pine Tree; P., 4; M. E. Irby	12	240	1938
White Oak; P., 6; R. E. Anderson	11.6	152	1936
Lubbock; P., 3; W. B. Irvin	59	1,346	1924
Lufkin; P., 4; I. A. Coston	24	606	1913
Luling; P., 4; Roland A. Box	13	257	1940
Lyford; P., 4; T. H. McDonald	8	142	1929
McAllen; P., 3; John H. Gregory	19	436	1919
McCamey; P., 4; Howard E. Stocker	13	185	1930
McKinney; P., 4; Jack R. Ryan	25	510	1928
McLean; P., 4; Carl Chaudoin	11	245	1928
Marfa; P., 4; J. E. Gregg	9	134	1916
Marlin; P., 4; A. M. Tate	15	277	1913
Marshall; P., 3; E. N. Dennard	30	584	1913
Mart; P., 4; J. J. Youngblood	11	176	1924
Matador; P., 4; B. F. Tunnell	7	126	1929
Mercedes; P., 6; Leon R. Graham	20	423	1924
Mexia; P., 3; Frank L. Williams	15	316	1919
Miami; P., 4; E. M. Ballenger	6	65	1927
Midland; P., 4; George A. Heath	24	549	1928
Mineral Wells; P., 4; W. A. Ross	23	569	1918
Mission; P., 4; Hugh C. Proctor	10	260	1924
Mount Pleasant; P., 3; B. C. Pierce	18	382	1924
Nacogdoches; P., 4; S. Mortimer Brown	21	499	1928
Navasota; P., 4; J. T. Ferguson	12	211	1919
Nederland; P., 4; C. O. Wilson	17	357	1929
New Braunfels; P., 3; E. A. Sahm	17	432	1928
New Castle; P., 4; J. B. Hill, Jr.	7	116	1930
New London			
London; P., 4; Troy R. Duran	16	252	1934
Nocona; P., 4; W. J. Stone	12	212	1940
Odessa; P., 3; Murry H. Fly	30	609	1927
Oklaunion; P., 4; J. A. Anderson	8	95	1930
Olney; P., 4; A. D. Cummings	13	356	1928
Orange; P., 4; J. W. Edgar	33	732	1916
Overton			
Leverett's Chapel; P., 4; D. M. Walker	13	168	1935
Overton; P., 6; E. D. Cleveland	17	192	1934
Ozona; P., 4; C. S. Denham	6	82	1916
Palacios; P., 4; Ralph Newsom	12	204	1916
Palestine; P., 4; Bonner Frizzell	26	608	1919
Pampa; P., 3; L. L. Stone	33	652	1927
Panhandle; P., 4; K. L. Turner	11	193	1924
Paris; P., 4; A. H. Chamness	40	1,073	1931

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>TEXAS—Continued</i>			
Pasadena; P., 3; H. A. Jackson	18	391	1930
Pearland; P., 5; B. B. Ainsworth	8	73	1942
Pecos; P., 3; R. Henry Blackwell	11	158	1926
Perryton; P., 3; C. Wedgeworth	13	212	1923
Pharr			
Pharr-San Juan Alamo; P., 4; D. V. Buckner	20	322	1923
Phillips; P., 4; R. E. Vaughn	15	347	1940
Plainview; P., 4; O. J. Laas	24	609	1936
Port Arthur			
Thomas Jefferson; P., 3; G. M. Sims	62	1,756	1927
Port Neches; P., 4; W. J. Holloway	19.5	501	1927
Poteet; P., 4; M. D. Stroble	8	155	1929
Price			
Carlisle; P., 3; F. L. Singletary	13	156	1936
Rankin; P., 4; John G. Prude	6	61	1931
Raymondville; P., 3; J. C. Brandt	10	196	1935
Robstown; P., 4; W. G. Hutson	18	340	1936
Roby; P., 4; T. H. Curry	9	189	1936
Rocksprings; P., 4; M. E. Noble	7	66	1930
San Angelo; P., 3; Bryan Dickson	46	1,008	1913
San Antonio			
Alamo Heights; P., 3; R. B. Reed	19	412	1928
Breckenridge; P., 3; Enos Gary	71	2,014	1916
Central Catholic; Pr., 4; Eugene A. Paulin	17	418	1933
Incarinate Word Academy; Pr., 4; Sister M. Kolumkille	8	152	1919
Our Lady of the Lake; Pr., 4; Mother M. Angelus	8	136	1919
Vocational and Technical; P., 3; L. W. Fox	61	1,481	1939
Sidney Lanier; P., 3; R. H. Brewer	16	449	1939
Thomas A. Edison; P., 4; H. R. Albert	16	382	1930
Thomas Jefferson; P., 3; T. Guy Rogers	66	1,873	1932
Texas Military Institute; Pr., 4; W. W. Bondurant	16	265	1913
Ursuline Academy; Pr., 3; Mother M. Loyola	7	90	1934
San Benito; P., 3; S. V. Neely	14	256	1940
Sanderson; P., 4; Tom Holley	10	110	1930
San Marcos			
San Marcos Academy; Pr., 4; R. M. Cavness	22	217	1913
Schulenburg; P., 4; E. H. Stendebach	8	103	1932
Seagraves; P., 4; Gene F. McCullough	11	166	1940
Seguin; P., 4; Joe F. Saegert	15	256	1931
Seminole; P., 4; Dewey Davis	12	180	1940
Seymour; P., 4; M. J. Weaver	14	330	1927
Shamrock; P., 4; W. O. Morrow	13	244	1933
Sherman; P., 4; R. L. Speer	31	827	1923
Sinton; P., 4; R. H. Brannon	12	224	1928
Sonora; P., 4; E. D. Stringer	8	79	1926

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<b>TEXAS—<i>Continued</i></b>			
Sour Lake; P., 4; J. L. Johnson	8	28	1923
Sterling City; P., 4; F. C. Burnett	5	66	1941
Sugar Land; P., 6; E. K. Barden	10	144	1928
Sweeney; P., 6; J. A. Wiles	13	144	1941
Sweetwater; P., 3; R. S. Covey	21	417	1928
Talco; P., 4; B. E. Dunagan	9	182	1940
Taylor; P., 4; Edward T. Robbins	15	309	1928
Temple; P., 3; G. H. Gentry	26	652	1913
Terrell; P., 4; J. E. Langwith	15	347	1924
Texarkana; P., 3; H. W. Stilwell	16	677	1916
Throckmorton; P., 6; Harry W. Rice	12	309	1934
Tomball; P., 4; J. J. McClendon	15	154	1942
Tulia; P., 4; I. H. Turney	12	423	1926
Tyler; P., 3; J. M. Hodges	38	1,137	1916
Uvalde; P., 4; C. D. Landolt	16	300	1916
Van; P., 3; J. E. Rhodes	21	277	1936
Vernon; P., 4; C. H. Dillehay	18	405	1927
Vickery			
Vickery-Hillcrest; P., 4; Fred R. Boswell	10	205	1939
Victoria			
Patti-Welder; P., 3; J. H. Bankston	16	418	1914
Waco; P., 3; R. H. Brister	67	1,680	1913
Waxahachie; P., 4; T. C. Wileman	22	513	1928
Weslaco; P., 4; Fred E. Kay	20	408	1925
West; P., 4; H. J. Kozellski	12	282	1926
West Columbia; P., 6; Charles M. Kelso	14	317	1926
White Deer; P., 4; Chester O. Strickland	14	172	1932
Wichita Falls; P., 3; H. D. Fillers	66	1,763	1917
Wink; P., 4; Lee Johnson	16	136	1932
Wortham; P., 4; C. G. Masterson	7	108	1925
Yaleta; P., 4; J. M. Hanks	26	576	1930
Total (Number schools 263)	5,540	122,436	
Average per school	21	466	

## VIRGINIA

Abingdon			
William King High; P., 5; Z. T. Kyle	46	1,258	1929
Alexandria			
Episcopal High; Pr., 6; Dr. A. R. Hoxton	18	230	1939
George Washington High; P., 4; H. T. Moncure	65	1,634	1915
Arlington			
Washington-Lee High; P., 3; Claude M. Richmond	57	1,449	1930



LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>VIRGINIA—Continued</i>			
Bedford; P., 4; J. L. Borden	13	256	1922
Blackstone			
Blackstone College High; Pr., 4; J. Paul Glick	16	54	1929
Blackstone High; P., 4; Ray E. Reid	12	215	1922
Bristol			
Sullins College High; Pr., 4; Dr. W. E. Martin	7	73	1926
Virginia High; P., 5; C. R. DeVault	33	804	1914
Virginia Intermont College High; Pr., 4; H. G. Noffsinger	10	97	1924
Buena Vista			
Southern Seminary; Pr., 4; Robert L. Durham	6.5	64	1937
Burkeville; P., 4; Henry B. Brockwell	6	88	1927
Cape Charles; P., 4; Percy Warren	8	130	1927
Carysbrook			
Fluvanna County High; P., 4; J. B. M. Carter	12	219	1941
Charlottesville			
Lane High; P., 5; Hugh L. Sulfridge	37	772	1913
Chatham			
Chatham Hall; Pr., 4; Rev. Edmund J. Lee, D. D.	19	158	1929
Hargrave Military Academy; Pr., 4; Col. A. H. Camden	15	198	1920
Chester			
Thomas Dale High; P., 4; Fred D. Thompson	17	378	1936
Christchurch			
Christchurch School; Pr., 6; Dr. George L. Barton, Jr.	6	47	1926
Churchland; P., 4; R. C. Hammack	10	324	1927
Clifton Forge; P., 4; V. J. Love	18	363	1929
Covington; P., 3; L. L. McCarthy	20	440	1933
Crewe; P., 4; T. P. Harwood	11	231	1925
Culpeper; P., 4; R. R. Tolbert	14	294	1926
Danville			
George Washington High; P., 4; J. T. Christopher	53	1,280	1918
Stratford Hall; Pr., 4; John C. Simpson	12	54	1898
Emporia			
Greensville County High; P., 4; H. C. Bradshaw	12	319	1936
Farmville; P., 4; C. L. Ramsey	15	264	1924
Fork Union			
Fork Union Military Academy; Pr., 4; Col. N. J. Perkins	34	467	1925
Fort Defiance			
Augusta Military Academy; Pr., 6; Maj. C. S. Roller, Jr.	18	233	1939
Fredericksburg			
James Monroe High; P., 4; Guy H. Brown	24	410	1927

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA— <i>Continued</i>			
Front Royal			
Randolph-Macon Academy; Pr., 6; John C. Boggs	18	205	1929
Greenway			
Madeira School; Pr., 4; Mrs. Lucy Madeira Wing	16	178	1934
Hampton; P., 4; H. Wilson Thorpe	31	709	1940
Harrisonburg; P., 4; B. L. Stanley	17	346	1913
Holland; P., 4; W. R. Savage, Jr.	6	142	1926
Hopewell; P., 4; J. E. Mallonee	34	735	1921
Lexington; P., 4; Harrington Waddell	12	240	1914
Lynchburg			
E. C. Glass High; P., 3; B. E. Isley	48	934	1913
Virginia Episcopal School; Pr., 6; Dr. Oscar deWolf Randolph	11	102	1921
Manassas			
Osbourn High; P., 4; R. Worth Peters	15	257	1914
Marion; P., 4; W. W. Wilkerson	19	447	1920
Martinsville; P., 4; E. E. Givens	15	302	1942
Morrison; P., 4; J. R. Mort	20	546	1924
Newport News; P., 4; Lamar R. Stanley	66.5	1,294	1918
Norfolk			
Granby Street High; P., 5; L. F. Games	54	1,370	1941
Great Bridge High; P., 4; J. H. Kelly, Jr.	7	136	1925
Matthew Fontaine Maury High; P., 3; A. B. Bristow	82	1,898	1897
Norview High; P., 4; H. C. Barnes	18	516	1927
Oceana; P., 4; R. H. Owen	14	356	1926
Orange; P., 4; Thomas Walker	11	181	1942
Petersburg; P., 3; John D. Meade	38	926	1913
Portsmouth			
Cradock High; P., 4; Alonzo B. Haga	17	475	1927
Woodrow Wilson High; P., 4; Robert L. Sweeney	55	1,450	1935
Pulaski; P., 4; Edgar G. Pruett	21	562	1942
Radford; P., 4; F. W. Sisson	20	516	1937
Richmond			
Collegiate School for Girls; Pr., 4; Mrs. Catherine Stauffer Flippen	8	49	1922
John Marshall High; P., 3; James C. Harwood	122	2,535	1913
St. Christopher's School; Pr., 5.5; John Page Williams	16	194	1920
St. Gertrude's School; Pr., 4; Sister M. Antoinette Bliley	8	74	1941
Thomas Jefferson High; P., 3; C. C. Hancock	76	1,973	1933
Varina Agricultural High; P., 5; W. Howard Mears	15	229	1927
Westhampton High; P., 4; W. H. Deierhoi	19	373	1937
Roanoke			
Jefferson Senior High; P., 3; John D. Riddick	64	1,384	1915
Rocky Mount; P., 4; W. D. Peake	11	296	1929

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATON, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>VIRGINIA—Continued</i>			
Salem			
Andrew Lewis High; P., 5; Z. T. Kyle	46	1,258	1935
Saltville; P., 4; R. M. Buchanan	10	223	1928
South Boston			
C. H. Friend High; P., 4; James H. Rowan	9	175	1914
South Norfolk; P., 4; T. C. Anderson	18	343	1932
Staunton			
Robert E. Lee High; P., 4; Collin E. Smither	19	382	1913
Staunton Military Academy; Pr., 4; Major J. Worth Pence	33	440	1916
Stuart Hall; Pr., 4; Miss Ophelia S. T. Carr	20	108	1931
Suffolk; P., 6; W. T. Harry	24	478	1923
Warrenton			
Warrenton Country School; Pr., 4; Miss Lea M. Bouligny	10	47	1929
Warrenton High; P., 4; P. B. Smith, Jr.	13	228	1929
Waynesboro			
Fairfax Hall; Pr., 4; W. B. Gates	16	83	1932
Fishburne Military Academy; Pr., 4; Col. M. H. Hudgins	15	199	1897
Waynesboro High; P., 4; R. C. Jennings	21	462	1932
West Point; P., 4; Joseph B. VanPelt	9	146	1924
Williamsburg			
Mathew Whaley High; P., 5; Rawls Byrd	13	237	1924
Winchester			
Handley High; P., 6; Garland R. Quarles	33	786	1916
Woodberry Forest			
Woodberry Forest School; Pr., 5; J. Carter Walker	23	225	1910
Woodstock			
Massanutten Academy; Pr., 6; Col. H. J. Benchoff	10	168	1930
Wytheville High School; P., 4; F. E. DeHaven	15	331	1941
Total (Number schools 84)	2,006	41,052	
Average per school	24	489	
<i>EXTRA TERRITORIAL</i>			
Buenos Aires, Argentina			
American High School; Pr., 4; R. L. Amsden	13	73	1939
Mexico, D. F.			
American School Foundation; Pr., 4; Henry L. Cain	13	311	1930

LIST OF MEMBER SCHOOLS, 1943—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
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EXTRA TERRITORIAL—*Continued*

Aruba, Netherlands West Indies			
Lago Community High School; Pr., 6; J. W. Mileham	5	48	1939
Total (Number schools 3)	31	432	
Average per school	10	144	
Grand total (Number schools 1,237)	22,995	504,189	
Average per school	18.6	408	

## MEMBER STATE DEPARTMENT OF EDUCATION\*

Georgia State Department of Education, Atlanta, Georgia  
Louisiana State Department of Education, Baton Rouge, Louisiana  
North Carolina State Department of Education, Raleigh, North Carolina  
Virginia State Department of Education, Richmond, Virginia

## PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1922, and for the index of the Proceedings of the Association, 1922-1933, inclusive, see pages 24-29 of the 1934 Proceedings. For index of the Proceedings of the Association, 1934-1937, inclusive, see pages 1 and 14-15 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. For index, 1938, 1939, 1940, 1941, and 1942, see the issues of the QUARTERLY for November of each year.

OFFICERS AND MEETING-PLACES OF THE  
ASSOCIATION IN RECENT YEARS

A complete roster of officers and meeting-places of the Association from its organization was published in the SOUTHERN ASSOCIATION QUARTERLY of February, 1937, pages 15 to 21. This information for the past twelve years is reprinted for easy reference:

1931-32, New Orleans, Louisiana

President: Joseph Roemer, George Peabody College.

Vice Presidents: O. C. Carmichael, Alabama College; Juliet Jameson Poynter, Science Hill School for Girls.

Secretary-Treasurer: Guy E. Snively, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Diawiddie, Tulane University; Harry D. Campbell, Washington and Lee University; Charles A. Brown, Birmingham Public Schools.

\* See Article II, Sections 1 and 2 of the Constitution.



## 1932-33, Nashville, Tennessee

President: William Preston Few, Duke University.

Vice Presidents: J. H. Workman, Pensacola High School; J. W. Hynes, Loyola University.

Secretary-Treasurer: Guy E. Snively, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary.

## 1933-34, Atlanta, Georgia

President: Frank L. McVey, University of Kentucky.

Vice Presidents: C. D. Hall, Texas Christian University; C. T. Kirkpatrick, Hume Fogg High School.

Secretary-Treasurer: Guy E. Snively, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; W. P. Few, Duke University; S. H. Whitley, East Texas State Teachers College; H. B. Heidelberg, Clarksdale, Mississippi.

## 1934-35, Louisville, Kentucky

President: H. B. Heidelberg, Clarksdale, Mississippi.

Vice Presidents: J. Thomas Davis, John Tarleton Agricultural College; Guy H. Wells, Georgia State College for Women.

Secretary-Treasurer: Guy E. Snively, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College.

## 1935-36, Richmond, Virginia

President: J. Thomas Davis, John Tarleton Agricultural College.

Vice Presidents: Raymond A. Kent, University of Louisville; Father F. J. Jerome, St. Leo Abbey.

Secretary-Treasurer: Guy E. Snively, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; H. B. Heidelberg, Clarksdale Public Schools.

## 1936-38, Dallas, Texas\*

President: C. A. Ives, Louisiana State University.

Vice Presidents: T. H. Napier, Alabama College; J. C. Harwood, John Marshall High School.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; J. Thomas Davis, John Tarleton Agricultural College.

## 1938-39, Memphis, Tennessee

President: H. L. Donovan, Eastern Kentucky State Teachers College.

Vice Presidents: A. B. Butts, University of Mississippi; T. Q. Srygley, Port Arthur Schools.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): Sidney B. Hall, State Superintendent, Virginia; Guy H. Wells, Georgia State College for Women; O. C.

\* There was no meeting in the calendar year 1937, because the annual meeting was moved from December to April for the period ending 1940.

Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; C. A. Ives, Louisiana State University. *1939-40*

[ 1939-40, Atlanta, Georgia

President: P. A. Roy, S.J., Loyola University.

Vice Presidents: E. C. Ball, Memphis City Schools; H. G. Noffsinger, Intermont Junior College.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; H. L. Donovan, Eastern Kentucky State Teachers College.

1940, Memphis, Tennessee\*

President: M. R. Hinson, Florida State College for Women.

Vice Presidents: Henry H. Hill, Lexington Public Schools, Kentucky; H. Reid Hunter, Atlanta Public Schools.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): T. H. Napier, Alabama College; H. B. Heidelberg, Clarksdale Schools; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; Alexander Guerry, University of the South; W. H. Washington, Clemson College; P. A. Roy, S. J., Loyola University.

1941, Louisville, Kentucky

President: S. H. Whitley, East Texas State Teachers College.

Vice Presidents: B. L. Parkinson, Mississippi State College for Women; J. L. B. Buck, Virginia State Department of Education.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): M. R. Hinson, Florida State College for Women; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; Alexander Guerry, University of the South; W. H. Washington, Clemson College; H. B. Heidelberg, Clarksdale Schools; W. R. Smithey, University of Virginia.

1942, Memphis, Tennessee

President: M. E. Ligon, University of Kentucky.

Vice Presidents: Fred C. Frey, Louisiana State University; E. W. Knight, University of North Carolina.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): S. H. Whitley, East Texas State Teachers College; Alexander Guerry, University of the South; W. H. Washington, Clemson College; H. B. Heidelberg, Clarksdale, Miss.; W. R. Smithey, University of Virginia; A. J. Geiger, St. Petersburg, Florida; Andrew Smith, Spring Hill College.

## DELEGATES ATTENDING THE FORTY-SEVENTH ANNUAL MEETING

### COLLEGES AND UNIVERSITIES

Agnes Scott College: Dean Samuel Guerry Stukes

Agricultural and Mechanical College of Texas: Dean Thomas D. Brooks

Alabama College: Dean T. H. Napier, Professor Carey V. Stabler

Alabama Polytechnic Institute: Dean Zebulon Judd, Executive Secretary

Ralph B. Draughon

\* There was no meeting in the calendar-year 1937, because the annual meeting was moved from December to April for the period ending 1940.

- Alabama, University of : President Raymond R. Paty, Professor Gladstone H. Yeuell
- Asbury College: Dean F. M. Heston
- Baylor University: Dean David A. Weaver
- Berea College: President F. S. Hutchins, Dean Charles N. Shutt
- Birmingham-Southern College: President George R. Stuart, Dean Wyatt W. Hale
- Blue Mountain College: President Lawrence T. Lowrey, Dean Ernest H. Cox
- Bridgewater College: Dean Charles C. Wright
- Carson-Newman College: President James T. Warren
- Centenary College: Dean J. A. Hardin, Professor S. A. Steger
- Centre College: Dean and Acting President James H. Hewlett, Business Manager Herbert A. Meyer
- Charleston, College of: Professor Robert H. Coleman
- College of William and Mary: President John E. Pomfret, Dean K. J. Hoke
- Chattanooga, University of: Dean Maxwell A. Smith, Professor Paul L. Palmer
- Clemson College: Registrar Gustave E. Metz
- Coker College: President C. Sylvester Green, Dean Donald C. Agnew
- Converse College: President Edward M. Gwathmey
- Davidson College: Dean C. K. Brown
- Delta State Teachers College: Professor J. R. Johnson; Dewitt T. Oaks, Field Service
- Duke University : Dean Herbert J. Herring, Professor Holland Holton, Recorder Louise Seabolt
- East Carolina Teachers College: President Leon R. Meadows, Registrar Howard J. McGinnis
- East Texas State Teachers College: President Sam H. Whitley
- Eastern Kentucky State Teachers College: President William F. O'Donnell, Dean William C. Jones
- Emory and Henry College: President Foye A. Gibson, Dean Victor S. Armbrister
- Emory University: President Goodrich C. White, Director of Admissions John G. Stipe, Assistant Dean Henry P. Miller, Professor Laurence D. Haskew
- Florida Southern College: Professor Charles T. Thrift, Jr.
- Florida State College for Women: President Doak S. Campbell, Professor M. R. Hinson
- Florida, University of : Dean J. W. Norman, Professor J. Hooper Wise
- Furman University: President John L. Plyler, Dean Robert N. Daniel

George Peabody College for Teachers: President S. C. Garrison, Dean Joseph Roemer, Registrar J. R. Robinson  
Greensboro College: President Luther L. Gobbel  
Guilford College: President Clyde A. Milner  
H. Sophie Newcomb College (Tulane University): Dean Frederick Hard  
Hampden Sydney College: Dean David C. Wilson  
Hardin-Simmons University: President William R. White, Dean Lucien Q. Campbell  
Hollins College: Dean Mary P. Smith  
Howard College: President Harwell G. Davis, Dean Percy P. Burns  
Huntingdon College: President Hubert Searcy, Dean Leonard L. Clifton  
Incarnate Word College: Sister M. Columkille, President  
John B. Stetson University: President W. S. Allen  
Judson College: President Leroy R. Priest  
Kentucky, University of: President H. L. Donovan, Dean Leo M. Chamberlain, Dean Paul P. Boyd, Dean William S. Taylor, Professor Moses E. Ligon, Professor Henry N. Sherwood, Mrs. Durbin C. Kemper  
Lenoir Rhyne College: President Pleasant E. Monroe  
Limestone College: President Robert C. Granberry  
Lincoln Memorial University: President Stewart W. McClelland, Registrar Hugh T. Ramsey  
Louisiana Polytechnic Institute: President Claybrook Cottingham, Dean Herbert L. Hughes  
Louisiana State University: Dean Fred C. Frey, Dean W. H. Stevenson, Dean W. B. Hatcher, Dean E. B. Robert, Dean Emeritus C. A. Ives, Professor Homer L. Garrett  
Louisville, University of: Dean J. J. Oppenheimer  
Loyola University: President Percy A. Roy, Dean A. William Crandell, Professor Joseph B. Bassich, Professor James F. Whelan  
Lynchburg College: President R. B. Montgomery, Dean Orville W. Wake  
Mary Baldwin College: President L. Wilson Jarman, Dean Martha S. Grafton  
Mary Hardin-Baylor College: President Gordon G. Singleton  
Mary Washington College: President Morgan L. Combs  
Maryville College: President Ralph Waldo Lloyd  
Memphis State College: President Richard C. Jones, Professor Joseph H. Parks, High School Visitor E. L. Mitchell, Bursar R. M. Robeson  
Mercer University: Vice President John C. Dixon, Dean Otis D. Knight, Professor Edwin M. Highsmith  
Miami, University of: Dean Foster E. Alter, Secretary William J. Hester, Dean Ernest M. McCracken  
Millsaps College: President Marion L. Smith, Dean William E. Riecken  
Mines and Metallurgy, College of: President D. M. Wiggins



- Mississippi College: President D. M. Nelson, Dean William H. Sumrall  
 Mississippi Southern College: President J. B. George, Dean Harvey M. Craft  
 Mississippi State College: President G. D. Humphrey, Dean Herbert Drennon, Dean B. P. Brooks  
 Mississippi State College for Women: President B. L. Parkinson  
 Mississippi, University of: Lt. Col. Alfred B. Butts (Chancellor-on-leave), Dean Robert C. Cook, Dean Victor A. Coulter  
 Morehead State Teachers College: President William H. Vaughan, Dean Warren C. Lappin  
 Murray State Teachers College: President James H. Richmond  
 Nazareth College: Sister Charles Mary Morrison, Dean  
 Newberry College: President James C. Kinard  
 North Carolina State College: Director of Registration W. L. Mayer  
 North Carolina, University of: Dean Thomas J. Wilson, Jr.  
 North Texas State Teachers College: President W. J. McConnell, Director of Library Service W. Stanley Hoole  
 Our Lady of the Lake College: President John L. McMahon; Mother Mary Angelique, Dean; Sister Mary Antonina, Professor  
 Queens College: President Hunter B. Blakely, Dean James M. Godard  
 Randolph-Macon College: Dean Thomas M. Simpson, Jr.  
 Randolph-Macon Woman's College: Dean C. Clement French, Registrar Annie C. Whiteside  
 Roanoke College: President Charles J. Smith  
 Rollins College: Dean Wendell C. Stone  
 Salem College: David E. Weinland, Assistant to the President  
 Sam Houston State Teachers College: Registrar and Acting Dean Marshal Rix  
 Scarritt College: Registrar Joseph M. Batten  
 Shouter College: Dean Everett E. Porter  
 South Carolina, University of: Dean John A. Chase, Jr., Dean F. W. Bradley, Professor J. Mc. Daniel  
 Southern Methodist University: President Umphrey Lee, Dean Frederick D. Smith  
 Southwest Texas State Teachers College: Dean Alfred H. Nolle  
 Southwestern: President Charles E. Diehl, Vice President Felix B. Gear, Dean A. Theodore Johnson, Registrar Annie Beth Gary, Director of Public Relations Roy L. Davis, Professor Peyton N. Rhodes, Professor W. O. Shewmaker  
 Southwestern Louisiana Institute: President J. L. Fletcher, Dean Harry L. Griffin, Dean Maxim D. Doucet, Dean Thomas J. Arceneaux  
 Southwestern University: President J. N. R. Score, Dean Oscar A. Ullrich, Director John C. Godbey

- Spring Hill College: President William D. O'Leary, Dean Andrew C. Smith
- State Teachers College, Farmville, Virginia: Director of Personnel Samuel M. Holton, Jr.
- State Teachers College, Florence, Alabama: President James A. Keller, Dean Clarence B. Collier
- State Teachers College, Jacksonville, Alabama: Dean Claude R. Wood
- State Teachers College, Johnson City, Tennessee: President Charles C. Sherrod
- State Teachers College, Livingston, Alabama: President Noble F. Greenhill
- State Teachers College, Murfreesboro, Tennessee: President Quintin M. Smith, High School Visitor Baxter E. Hobgood
- State Teachers College, Radford, Virginia: President David W. Peters
- State Teachers College, Troy, Alabama: President Charles B. Smith
- Stephen F. Austin State Teachers College: President Paul L. Boynton
- Tennessee Polytechnic Institute: President Everett Derryberry
- Tennessee, University of: Dean Fred C. Smith, Registrar R. F. Thomason, Professor William M. Alexander, Professor Roscoe E. Parker, Superintendent Frank L. VanAlstine
- Texas Christian University: President Ellis M. Sadler, Dean Colby D. Hall
- Texas College of Arts and Industries: President E. N. Jones
- Texas State College for Women: President L. H. Hubbard, Dean E. V. White
- Texas Technological College: Dean James M. Gordon
- Texas, University of: Professor J. G. Umstattd
- Transylvania College: President Raymond F. McLain
- Tulane University: President Rufus C. Harris, Dean Marten ten Hoor, Director Roger P. McCutcheon
- Tusculum College: President John McSween, Dean Leslie K. Patton
- Union College: President Conway Boatman, Dean Charles R. Wimmer, Professor Otis Amis
- University of the South: Vice-Chancellor Alexander Guerry
- Vanderbilt University: Chancellor O. C. Carmichael, Dean Philip G. Davidson, Acting Registrar Robert C. Provine
- Virginia, University of: Professor William R. Smithey
- Washington and Lee University: Professor Walter A. Flick
- Wesleyan College: Vice President Silas Johnson, Dean Samuel L. Akers
- West Texas State College: Dean Robert P. Jarrett
- Western Kentucky State Teachers College: President Paul L. Garrett, Dean Finley C. Grise

Winthrop College: President Shelton Phelps, Dean Mowat G. Fraser,  
Registrar John G. Kelly

Wofford College: President Walter K. Greene

Woman's College of the University of North Carolina: Dean W. C. Jackson

#### FOUR-YEAR NON-MEMBER COLLEGES

Abilene Christian College: President Don H. Marris

Belhaven College: President G. T. Gillespie, Executive Secretary John W.  
Young

Bessie Tift College: President C. L. McGinty

Cumberland University: President L. L. Rice

Elon College: President Leon E. Smith

Kentucky Wesleyan College: President Paul S. Powell

La Grange College: President Hubert T. Quillian

Lander College: President John M. Rast

Presbyterian College: Dean Marshall W. Brown

St. Mary's University: Inspector Eugene A. Paulin

Tennessee College for Women: President John B. Clark

Texas Wesleyan College: President Law Sone

Union University: President John J. Hurt

#### JUNIOR COLLEGES

Amarillo College: President Ernest C. Shearer

Andrew College: President Stephen C. Olliff

Armstrong Junior College: President J. Thomas Askew

Averett College: President Curtis V. Bishop

Belmont Abbey College: Rev. Bede Charles Lightner

Bethel Woman's College: President Kenneth R. Patterson

Campbell College: President Leslie H. Campbell

Copiah Lincoln Junior College: President James M. Ewing

Cumberland College: President James L. Creech

East Central Junior College: President L. O. Todd

Emory at Oxford: Dean George S. Roach, Registrar R. A. Thorne

Georgia Military College: President Joseph H. Jenkins

Gordon Military College: President J. E. Guillebeau, Dean George B.  
Connell

Gulf Park College: President Richard G. Cox

Hardin Junior College: President James B. Boren

Harrison-Stone-Jackson Agricultural High School and Junior College:  
President Albert Louis May

Holmes County Junior College: President R. M. Branch

John Tarleton College: Acting Dean George O. Ferguson

Jones County Junior College: President James B. Young  
 Junior College of Augusta: Dean Anton P. Markert  
 Kilgore Junior College: President Walter L. Dodson, Dean Basil E. Masters  
 Lamar College: President John E. Gray  
 Lon Morris College: President Cecil Edward Peeples  
 Marion Institute: Dean Linton H. Baer, Vice President James T. Murfee  
 Mars Hill College: Dean Ralph M. Lee  
 Nazareth Junior College: Sister Margaret Gertrude Murphy, Dean  
 Northeast Junior College: Dean C. C. Colvert  
 Paris Junior College: President J. R. McLemore  
 Pikeville College: President A. A. Page  
 St. Bernard College: Rev. John Capesius, Dean  
 St. Mary's School and Junior College: Mrs. Ernest Cruikshank, President  
 St. Petersburg Junior College: Dean Donald George Benn  
 Schreiner Institute: President J. J. Delaney  
 Snead Junior College: President F. M. Cook  
 Sullins College: President William E. Martin, Dean Daniel L. Metts  
 Tennessee Wesleyan College: President James L. Robb  
 Texarkana College: Dean W. P. Akin  
 Tyler Junior College: Dean Harry E. Jenkins  
 Ursuline College: Sister Mary Angela, Dean  
 Virginia Intermont College: President H. G. Noffsinger  
 Ward-Belmont College: President Joseph E. Burk, Dean Charles P. Hogarth  
 Young Harris College: President Joseph W. Sharp

#### SECONDARY SCHOOLS

##### *Alabama*

Birmingham City Schools: Assistant Superintendent C. J. Going  
 Woodlawn High School: Principal Noble B. Hendrix  
 Jefferson County Schools: Director of High Schools C. W. Phillips  
 Montgomery Public Schools: Superintendent Clarence M. Dannelly  
 Sacred Heart Academy, Cullman: Mother M. Annunciata, O.S.B., Principal; Sister M. Imelda, O.S.B., Dean

##### *Florida*

Brevard County Schools: Superintendent D. A. Hutzler  
 Dania, South Broward High School: Supervising Principal E. A. Crudup  
 Duval County Public Schools: Superintendent J. West Gilbert  
 St. Leo Academy, St. Leo: Rev. Aloysius E. Dressman, O.S.B. Headmaster; Rev. Ernest Schultz, O.S.B.  
 St. Petersburg High School: Principal A. J. Geiger  
 Sarasota High School: Principal C. C. Strode



*Georgia*

Atlanta Public Schools: Superintendent in Charge of High Schools  
H. Reid Hunter  
Benedictine Military School, Savannah: Principal, Rev. Gregory Eichen-  
laub, O. S. B.  
Fulton County High Schools: Supervisor Knox Walker  
Georgia Military Academy, College Park: President William R. Brewster  
Marist College High School, Atlanta: Principal Philip H. Dagneau

*Kentucky*

Ashland High School: Principal James A. Anderson, Jr.  
Corbin High School: Principal W. E. Burton  
Covington Catholic High School, Covington: Principal William D. Busch  
Covington, Holmes High School: Principal Russell E. Helmick  
Greenville High School: Superintendent T. O. Hall  
Lexington Public Schools: Superintendent W. T. Rowland  
Loretto High School, Louisville: Sister Francis June O'Toole, Principal  
Louisville Public Schools: Assistant Superintendent J. K. Long  
Shawnee High School: Principal Robert B. Clem  
Newport High School: Principal James Lee Cobb  
Paducah, Tilghman High School: Principal Walter C. Jetton  
Richmond, Madison High School: Superintendent A. L. Lassiter  
Model High School: Supervisor J. Dorland Coates  
St. Catharine Academy, St. Catharine: Sister Theordore Klein, O.P.,  
Principal; Sister Albertina, Dean and Registrar  
Somerset High School: Principal W. B. Jones

*Louisiana*

Dominican High School, New Orleans: Sister Mary Clara, O.P., Prin-  
cipal  
Isidore Newman School, New Orleans: Director C. C. Henson  
Lake Charles High School: Principal Gervais W. Ford  
Mansfield High School: Principal I. C. Strickland  
Metairie Park Country Day School, New Orleans: Headmaster Ralph E.  
Boothby  
St. John's High School, Shreveport: President Laurence M. O'Neill  
St. Joseph Academy, Baton Rouge: Mother Mary Alice Biguenet  
St. Joseph Academy, New Orleans: Sister Authelina Breaud, Principal  
Ursuline High School, New Orleans: Mother Aloysia Tallon, Principal

*Mississippi*

Amory Public Schools: Superintendent Thompson N. Touchstone  
Belzoni High School: Superintendent Sale Lilly

Clarksdale High School: Superintendent H. B. Heidelberg, Principal C. S. McGivaren  
 Columbia Public Schools: Superintendent J. O. Snowden  
 Corinth High School: Superintendent Hal Anderson  
 Drew High School: Superintendent Floyd Clark Barnes  
 Greenville Senior High School: Superintendent Forrest W. Murphy  
 Greenwood High School: Superintendent Edgar S. Bowlus  
 Gulf Coast Military Academy, Gulfport: Principal, Major Joe E. Belka  
 Hattiesburg High School: Superintendent Stephen H. Blair, Principal J. T. Wallace  
 Hernando Consolidated School: Superintendent J. F. Russum  
 Jackson Central High School: Principal R. J. Landis  
 Leland Consolidated School: Superintendent William E. Bufkin  
 Meridian Senior High School: Superintendent H. M. Ivy, Director of Junior College J. L. McCaskill  
 Merigold Consolidated School: Superintendent Fred W. Young  
 Moss Point High School: Superintendent A. Loomis Monroe  
 Ruleville High School: Superintendent C. L. Milling  
 Saint Stanislaus School, Bay St. Louis: Brother Linus, Principal  
 Sardis High School: Superintendent John M. Caughman  
 The Shaw School: Superintendent Frank Hough  
 Tunica County High School: Superintendent Sanford R. Hughston  
 Tylertown High School: Superintendent J. C. Barnett  
 University High School, University: Director Robert H. Gillespie

#### *North Carolina*

Belmont Abbey Preparatory School, Belmont: Rev. Cuthbert E. Allen, O.S.B., Rector and Vice President  
 Kannapolis, J. W. Cannon High School: Principal John L. Dupree  
 Montreat College High School: Dean Margaret Spencer  
 Oak Ridge Military Institute: Superintendent T. O. Wright  
 Sacred Heart Academy, Belmont: Sister M. Hildegard, Principal; Sister M. de Sales, Teacher  
 Wilmington, New Hanover High School: Assistant Superintendent T. T. Hamilton, Jr.  
 Wilson, Charles L. Coon High School: Superintendent Sid T. Chappell, Principal John M. Hough

#### *South Carolina*

Columbia Public Schools: Superintendent A. C. Flora

#### *Tennessee*

Battle Ground Academy, Franklin: Headmaster George I. Briggs  
 Baxter Seminary, Baxter: President Harry Lee Upperman  
 Baylor School, Chattanooga: Headmaster Herbert B. Barks

Chattanooga, Central High School: Principal S. E. Nelson  
 Christian Brothers College High School: Dean, Brother I. Leo; Rev.  
 B. Hugh Elzear, Teacher; Brother David Lawrence, Principal  
 Clarksville High School: Principal Howard G. Kirksey  
 Collierville High School: Principal C. H. Harrell  
 Columbia Military Academy, Columbia: Principal Clifton A. Ragsdale  
 Covington, Byars-Hall High School: Superintendent J. R. Miles  
 David Lipscomb Prep. School, Nashville: Dean J. P. Sanders  
 Goodlettsville High School: Principal Walter E. Lowe  
 Hardeman County High Schools: Superintendent Quinnie Armour  
 McCallie School, Chattanooga: Headmaster Spencer J. McCallie, Head  
 of Junior School Spencer J. McCallie, Jr., Professor William L. Pressly  
 Memphis City Schools: Director of Instruction J. M. Smith  
 Messick High School: Principal Thomas H. Grinter  
 Middleton High School: Principal F. E. Sims  
 Millington High School: Principal William L. Osteen  
 Miss Hutchison's School: Principal Mary Grimes Hutchison, Associate  
 Principal Nar Warren Taylor  
 Nashville, Central High School: Principal Herbert T. Hays  
 Hillsboro High School: Principal John Koen  
 North Chattanooga, Red Bank High School: Principal Arthur P. Stewart  
 Notre Dame High School, Chattanooga: Sister Mary Agnes, Principal  
 Old Hickory, DuPont High School: Principal Clyde P. Ferguson  
 Paris, E. W. Grove High School: Principal James A. Barksdale  
 St. Agnes Academy, Memphis: Sister Mary Anthony Hamlin, O.P., Teach-  
 er; Sister Roberta, O.P., Superior; Sister M. Julia Polin, O.P., Principal  
 St. Bernard Academy, Nashville: Sister M. Hilda Morgan, R.S.M.; Sister  
 Mary Aquin, R.S.M., Principal  
 St. Cecilia Academy, Nashville: Sister Anne Frances, O.P., Principal;  
 Sister Miriam, O.P., Supervisor  
 St. Mary's Episcopal School, Memphis: Principal Helen H. Loomis  
 St. Mary's School, Sewanee: Principal Edna Earl Shelton  
 Springfield High School: Principal Philip Brooks Bell  
 Tennessee Military Institute, Sweetwater: Superintendent C. R. Endsley  
 Tyner High School: Principal C. C. Burgner  
 Ward-Belmont School, Nashville: Principal Annie C. Allison, Student  
 Counsellor Gertrude Casebier  
 Webb School, Bell Buckle: Principal William R. Webb

### *Texas*

Central Catholic High School, San Antonio: Principal Henry C. Ring-  
 kamp  
 Corpus Christi High School: Dean E. L. Harvin

Hillsboro High School: President Loy W. Hartsfield  
 Incarnate Word High School, San Antonio: Sister Josephina, Treasurer  
 Orange High School, Orange: Assistant Superintendent Terrell W. Ogg  
 Port Arthur High School: Principal T. Q. Srygley  
 Radford School for Girls, El Paso: Principal Lucinda D. Templin  
 St. Edward's University Academy, Austin: Rev. Thomas Patrick Jones,  
 Registrar; Rev. James Joseph Leahy, Principal  
 The Hockaday School, Dallas: President Ela Hockaday

*Virginia*

Alexandria, George Washington High School: Principal Henry T. Mon-  
 cure  
 Arlington Hall, Arlington: Dean Frances S. Jennings  
 Danville, George Washington High School: Principal J. Thomas Christo-  
 pher  
 Hargrave Military Academy, Chatham: President Aubrey H. Camden  
 Lynchburg, E. C. Glass High School: Principal Blake E. Isley  
 Norfolk, Maury High School: Principal Arthur B. Bristow  
 Petersburg High School: Principal John D. Meade  
 Portsmouth, Woodrow Wilson High School: Principal Robert L. Sweeney  
 Roanoke, Jefferson High School: Principal John D. Riddick  
 Stratford Hall, Danville: President John C. Simpson  
 Waynesboro High School: Superintendent Robert C. Jennings  
 Woodberry Forest School, Woodberry Forest: Headmaster J. Carter Walk-  
 er

DELEGATES FROM MEMBER STATE DEPARTMENTS OF EDUCATION

Robert L. Cousins, Director of Negro Education, Georgia State Department  
 of Education, Atlanta, Georgia  
 William E. Pafford, High School Supervisor, State Department of Educa-  
 tion, Atlanta, Georgia.  
 Clark L. Barrow, Supervisor of Teacher Education, Louisiana State De-  
 partment of Education, Baton Rouge, Louisiana  
 Robert Ray Ewerz, Director of Instruction and Supervision, State Depart-  
 ment of Education, Baton Rouge, Louisiana  
 Joseph E. Gibson, Director of Higher Education, State Department of  
 Education, Baton Rouge, Louisiana  
 J. Henry Highsmith, Director of Division of Instruction, North Carolina  
 State Department of Public Instruction, Raleigh, North Carolina  
 James E. Hillman, Director of Division of Professional Service, State De-  
 partment of Public Instruction, Raleigh, North Carolina  
 J. L. Blair Buck, Director of Teacher Education, State Department of Edu-  
 cation, Richmond, Virginia



## OTHER VISITORS

- W. Morrison McCall, Director of Division of Instruction, State Department of Education, Montgomery, Alabama
- E. G. McGehee, Jr., State Supervisor of Negro Education, State Department of Education, Montgomery, Alabama
- Elbert B. Norton, Superintendent, State Department of Education, Montgomery, Alabama
- W. L. Spencer, Supervisor of Secondary Education, State Department of Education, Montgomery, Alabama
- E. R. Jobe, High School Supervisor, State Department of Education, Jackson, Mississippi
- Dudley R. Patterson, Director of Education, State Department of Education, Jackson, Mississippi
- E. R. Crow, State High School Supervisor, State Department of Education, Columbia, South Carolina
- Joseph B. White, Director of Teacher Education, State Department of Education, Columbia, S. C.
- Martha M. Parks, Director of Division of School Libraries, State Department of Education, Nashville, Tennessee
- Velma Ruth Shaffer, Field Supervisor of School Libraries, State Department of Education, Nashville, Tennessee
- John William O'Banion, Chairman, State Executive Committee, State Department of Education, Austin, Texas

- Anderson College, Anderson, S. C.: Dean Kathryn Copeland
- Appalachian State Teachers College, Boone, N. C.: President B. B. Dougherty, Dean J. D. Rankin, Professor Chapell Wilson
- Ashland Junior College, Ashland, Kentucky: Dean O. B. Dabney
- Brescia College, New Orleans, Louisiana: Dean Marie Therese Charles
- Dominican College, New Orleans, Louisiana: Dean, Sister Mary Alexandra, O.P.
- Georgia School of Technology, Atlanta, Georgia: President M. L. Brittain, Registrar L. W. Chapin
- Georgia State College for Women, Milledgeville, Georgia: President Guy H. Wells; Dean Hoy Taylor
- Georgia Teachers College, Collegeboro, Georgia: Dean Zach S. Henderson
- Georgia University of Athens, Georgia: President H. W. Caldwell, Dean E. D. Pusey
- Georgia, University System of: Chancellor Steadman V. Sanford

Hiwassee College, Madisonville, Tennessee: President Donald R. Youell  
 John McNeese Junior College of Louisiana State University, Lake Charles,  
 Louisiana: Instructor W. H. Bradford  
 Lindsey Wilson Junior College, Columbia, Kentucky: President Vic-  
 tor P. Henry  
 McMurry College, Abilene, Texas: President Harold G. Cooke  
 Madison College, Madison College, Tennessee: Vice President Floyd B.  
 Bralliar, Dean Howard J. Welch  
 Marion College, Marion, Virginia: Dean May Scheier  
 Paducah Junior College, Paducah, Kentucky: President R. G. Matheson  
 Palm Beach Junior College, West Palm Beach, Florida: Dean Homer L.  
 Watkins  
 Pfeiffer Junior College, Misenheimer, N. C.: President W. G. Sharp  
 Siena College, Memphis, Tennessee: Sister Mary Raymunda, Dean; Sis-  
 ter M. Jamesetta Kelly, Registrar; Sister Esther Marie Moore, O.P.,  
 Librarian; Sister Catharine Francis Galvin, Professor; Sister M. Ange-  
 line Cahill, O.P., Professor; Sister M. Fidelis Thompson, O.P., Instructor;  
 Sister Conseleo Bohan, Instructor  
 Southeastern Louisiana College, Hammond, Louisiana: President J. Leon  
 Clark, Dean George W. Bond  
 Trinity University, San Antonio, Texas: President Monroe G. Everett,  
 Dean Paul J. Schwab  
 Webber College, Babson Park, Florida: Dean Helena B. Watts  
 West Georgia College, Genola, Georgia: President I. S. Ingram, Dean  
 Dagnall F. Folger  
 Western Carolina Teachers College, Cullowhee, N. C.: Dean W. E. Bird,  
 Professor A. K. Hinds

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Batesburg-Leesville High School, Batesburg, S. C.: Superintendent  
 E. W. Rushton  
 Donelson High School, Tennessee: Principal John H. Tucker  
 Forest Lake Academy, Maitland, Fla: Principal J. M. Howell  
 Jesuit High School, Dallas, Texas: Headmaster J. C. Mulhern  
 Rockwood City Schools, Tennessee: Superintendent T. R. Eutsler  
 St. Francis de Sales, Rock Castle, Virginia: Principal, Sister M. Madeleine  
 Sophie  
 St. Joseph Academy, New Roads, Louisiana: Sister M. Dorothy Lanusse,  
 Principal  
 Saint Mary's Hall, San Antonio, Texas: Head Mistress Katharine Lee  
 St. Mary's High School, Memphis, Tennessee: Sister Mary Paschal Fen-  
 wick, Teacher; Sister Helen Frances Sheeran, Teacher

Senatobia City Schools, Mississippi: Superintendent Luther W. Tanner  
 Starke University School, Montgomery, Alabama: Superintendent John  
 M. Vanderford

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Xavier University, New Orleans, Louisiana: Mother M. Agatha Ryan,  
 President; M. C. D'Argonne, Dean; Sister Mary Frances, Dean; Sister  
 Anna Mary, Bursar

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Guy E. Snavelly, Executive Director, Association of American Colleges,  
 New York, New York

Ralph L. Ramsey, Georgia Education Association, Atlanta, Georgia

William P. King, Kentucky Education Association, Louisville, Ky

Frank C. Jenkins, Southern Association Study, Nashville, Tenn.

A. F. Kuhlman, Director, Joint University Libraries, Nashville, Tennessee

John Owen Gross, Methodist Board of Education, Nashville, Tenn.

Robert M. Lester, Carnegie Corporation, New York, New York

Paul M. Cook, Phi Delta Kappa, Homewood, Illinois

Lt. Commander Ralph A. Sentman, U.S.N., Bureau of Naval Personnel,  
 Navy Department, Washington, D. C.

J. W. Pearson, N. W. Ayer and Son, Inc., Philadelphia, Pennsylvania

Bruce W. Brown, Benable-Brown Co., Cincinnati, Ohio

Earle G. Walker, J. B. Lippincott Co.

Elizabeth Frost, Parents Magazine, New York, New York

Lorna E. Stockdale, Good Housekeeping, New York, New York

Mrs. Ethel F. Bebb, Redbook Magazine, New York, New York

Isabelle K. Varick, The Baltimore Plan, New York, New York

John G. Gibson, The Baltimore Plan, New York, New York

# Minutes of the Forty-seventh Annual Meeting of the Association, Memphis, Tennessee, November 30--December 4, 1942

The Commission on Secondary Schools, on Institutions of Higher Education, and on Curricular Problems and Research were in session from November 30 through December 2. The reports of these three Commissions will be found on pages 131-172, 177-185, 189-207 of this issue of the *QUARTERLY*.

The official programs of the Association were presented Thursday, December 3, and Friday, December 4. President M. E. Ligon presided at each meeting.

## PROGRAM OF THURSDAY MORNING DECEMBER 3, 1942, 9:00 O'CLOCK

### CONVENTION HALL, PEABODY HOTEL

1. Music—Vocal Solo, Miss Viletta Russell  
Memphis State College Trio: Miss Helen Parker, Miss Dorothy Abbott, Miss "Rusty" Morgan; Beryl Olswanger, Director
2. Invocation—Dr. J. J. Walker, Pastor, Central Christian Church, Memphis
3. Address of Welcome—The Honorable Walter Chandler, Mayor of Memphis
4. Response to Address of Welcome—Dr. J. Henry Highsmith, Director of Instructional Service, State Department of Education, Raleigh, North Carolina
5. President's Address.
6. Announcements and Appointment of Committees
7. Report of 1942 Work Conference on Higher Education of the Southern Association held at Sewanee—Chancellor O. C. Carmichael, Vanderbilt University
8. Address\*—Ralph A. Sentman, Lieutenant Commander, United States Navy (Retired)

### THE SOUTHERN ASSOCIATION AND WAR

M. E. LIGON, *President*

*Southern Association of Colleges and Secondary Schools*

December 7, two days after the close of our last annual meeting in Louisville, the United States was attacked by Japan. This dastardly attack by Japan shocked the United States out of its lethargy. The national Congress declared war upon Japan the following day, December 8. The resolution declared:

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\* This address will appear in the May issue of the *QUARTERLY*.



"That the President be, and he is hereby, authorized and directed to employ the entire naval and military forces of the United States and the resources of the government to carry on war against the Imperial Government of Japan; and to bring the conflict to a successful termination, all of the resources of the country are hereby pledged by the Congress of the United States."<sup>1</sup>

Three days later war was declared by the United States upon Germany and Italy. Since December 11, the United States has been at war with these three powerful and well-prepared nations.

Four days later, December 15, President Roosevelt addressed the nation on Bill of Rights Day. In part he said:

"To Hitler, the freedom of men to think as they please and speak as they please and worship as they please is, of all things imaginable, most hateful and most desperately to be feared. The issue of our time, the issue of the war in which we are engaged, is the issue forced upon the decent, self-respecting peoples of the earth by the aggressive dogmas of this attempted revival of barbarism; this proposed return to tyranny; this effort to impose again upon the peoples of the world doctrines of absolute obedience, and of dictatorial rule, and of the suppression of truth, and of the oppression of conscience, which the free nations of the earth have long ago rejected.

"We hold with all the passion of our heart and minds to those commitments of the human spirit. We are solemnly determined that no power or combination of powers of this earth shall shake our hold upon them. We covenant with each other before all the world, that having taken up arms in the defense of liberty, we will not lay them down before liberty is once again secure in the world we live in. For that security we pray; for that security we act—now and evermore."<sup>2</sup>

On January 2 to 6, more than one thousand representatives of higher education assembled in Baltimore on the call of the United States Office of Education and the National Committee on Defense. This group of educators prefaced their deliberations with the following preamble:

"In the present supreme national crisis we pledge to the President of the United States, Commander-in-Chief of our nation, the total strength of our colleges and universities—our faculties, our students, our administrative organizations, and our physical facilities. The institutions of higher education of the United States are organized for action, and they offer their united power for decisive military victory, and for the ultimate and even more difficult task of establishing a just and lasting peace."<sup>3</sup>

The conference discussed thoughtfully and carefully and formulated recommendations on the following topics: allocation of total manpower, acceleration of educational programs, exchange of information, credit for military service, health and military service. These recommendations were printed and sent to college and university administrators. These recommendations have served as points of departure for the formulation of such regulations as each institution desired to make.

One month later, February 6 and 7, 1942, the Commission on Institutions of Higher Education of the Southern Association met in Atlanta to consider ways and means by which the colleges and universities could make their contribution to the prosecution of the war. This meeting was the first session extraordinary of the

<sup>1</sup> *Congressional Record*, Vol. 87, Pages 9751 and 9782.

<sup>2</sup> *School Life*, Vol. 27, Page 134 (February, 1942).

<sup>3</sup> Printed Resolutions and Recommendations of the Conference, Page 1.

Higher Commission in the forty-seven years of its existence. The resolutions formulated and adopted at that meeting were published in the May issue of the *QUARTERLY*. They have served as a war charter for the colleges and universities of the Association during this first year of the war.

The preamble to these resolutions is the same as that adopted by the National Conference of College and University Presidents in Baltimore in January. My observation of our schools in the South leads me to the conclusion that our higher institutions are attempting to fulfill their pledge to the nation and to the South. The resolutions of the Commission on Institutions of Higher Education cover, in the main, the same topics as the Baltimore Conference. However, the recommendations of the Baltimore Conference have been modified somewhat to fit more nearly the conditions existing in our Southern institutions.

The National Council of Chief State School Officers called a meeting in Nashville, Tennessee, May 10-14. This meeting was presided over by Colin English, State Superintendent of Public Instruction of Florida, one of our own members. Representatives of the War Department, the Navy Department, and the United States Office of Education participated in this conference. The State School Officers were alert to the fact that the public schools should be adjusted to a wartime basis. In the report of this conference the chief School Officials said:

"In the transition from peace to a wartime basis the schools, like all other agencies and institutions of society, must of necessity make certain adjustments to meet the immediate and pressing needs of a nation being rededicated to the maintenance of its way of life. In our democratic plan of governmental responsibility education is a function of the several states. The Chief School Officials of the states, therefore, have a clearcut responsibility in effecting the transition necessary to meet national needs in time of war."<sup>4</sup>

In the Nashville Conference the representatives of the Army and Navy emphasized the deficiencies in physical science and mathematics. The work of the conference resulted in the formulation of emergency courses in mathematics and science. These courses are planned for the last years of the secondary school and are to serve as a basis upon which the technical training of the Army and Navy should rest. On this point the report said: "It is the judgment of experienced industrial and military training authorities that specialized and technical training can be done best in schools and classes organized for that purpose. An emergency course in essential mathematics, therefore, should provide the foundations upon which later specialized military and industrial training may rest."<sup>5</sup>

I was invited by the American Council on Education in May to represent the Southern Association in a conference to consider possible means through which credit may be given for work done in the Army Institute courses. It will be recalled that at the close of World War I, many men returned to our colleges and high schools and asked for credit in courses completed in the Army. No plan for the evaluation of these courses had been worked out. Each institution was left to work out its own methods of evaluation. So far as standards were concerned there were none, and chaos reigned. The American Council on Education in conjunction with the Army Institute is working on a plan of evaluation for the colleges and secondary schools of the nation. The work of the Army Institute and the Council's plan of evaluation of these courses will be discussed tomorrow by a competent person.

<sup>4</sup> *A Wartime Program in Mathematics and Physics*, by the National Council of Chief State School Officers, page 5.

<sup>5</sup> *Ibid.*, page 12.

The educational background of the men in the armed forces deserves our careful consideration. Sixty per cent of the men have attended high school and fifteen per cent have been enrolled in our colleges and universities. The average soldier has completed the tenth grade of the secondary school while in World War I he had but completed the sixth grade. These facts have important implications in the development of the entire educational program for the armed forces.

The United States Office of Education Wartime Commission organized a National Institute on Education and the War in Washington, August 28 to 31. To this institute were invited representatives of higher education, state departments of education, teachers' organizations, and other learned bodies. Representative leaders of the Army, Navy, Air Corps, and commissions gave the assembled representatives of education the facts involved in organizing a fighting force as they saw them.

To me, the most enlightening address for education was made by Lt. General Somervell. His address was so pertinent to the needs of our fighting forces and to education that I quote at some length from his address:

"Our Army today is an army of specialists. Out of every 100 men inducted into the service, sixty-three are assigned to duties requiring specialized training. We aren't getting those sixty-three specialists through the induction centers. But modern mechanized warfare dictates that we must have them.

\* \* \* \* \*

"On January 1, 1942, out of every 1,000 men inducted, your Army needed fifteen who had some kind of training as radio operators. From February 1, 1942, through March 31, 1942, we were getting less than one man per 1,000. We were short then almost fifteen men per 1,000 inducted. Think of that! Actually out of every 300,000 men inducted, we needed 4,689 with training as radio operators. We were getting 135. We were short 4,554.

"Out of every 300,000 men inducted, your Army needed 4,501 with training as medical technicians. We were getting 166, a shortage of 4,335. We needed 4,372 telephone and telegraph linemen. We were getting 343, a shortage of 4,029. We needed 1,562 master mechanics. We were getting fourteen, a shortage of 1,548.

"In the entire field of automotive mechanics, which includes many allied subjects, out of every 300,000 men inducted, we were short 10,437. That means a shortage of 34,790 out of every 1,000,000 men. In an Army of 4,000,000 men, that's a shortage of 139,160 automotive mechanics.

"Taking only those specialties in which the Army has found major shortages, we find a total of 62,853 lacking in every 300,000 men inducted. That adds up to 838,040 in an Army of 4,000,000.

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"What has your Army done to meet and to overcome this situation?

"It was a simple matter when your Army was small. When we needed specialists, we trained them in Army schools, with Army instructors. There was no premium on instructors. Facilities were ample.

"But when we started to expand your Army through the Selective Service, we had to expand these facilities. And with the expansion and the adaptation of your Army to modern mechanized warfare, the need for

men with basic specialized training increased. We increased our training facilities. We enlarged our staffs of instructors."<sup>6</sup>

The Army, Navy, and Air Corps have organized their own schools, trained their own teachers, and they in turn are training the fighting men for their special jobs. These teachers have been drawn from colleges, high schools, industry, the respective branches of the service, research laboratories, etc. Many of these schools have been organized on the campuses of our higher institutions. These schools with their trained personnel are doing a good job training the men from our schools in the techniques of warfare.

The manpower of this nation is the product of our schools—elementary, secondary, higher—public and private. The swiftness of change from peace-time pursuits to war-time pursuits is evidence abundant that the schools have developed an adaptive and coöperative people. The change has brought to the front the weaknesses of our system of education as well as its strengths. In peace time we failed to comprehend the full significance of the forces of nature which we had harnessed and set to work to drive the machines and gadgets developed by the inventive genius of our people. When war broke upon us we suddenly realized that these forces were turned upon us for our destruction. In peace time we operated our machines and gadgets without a thorough understanding of the mechanical, physical, chemical, and mathematical principles involved in their construction and manipulation. The examination and classification of the men selected for military, naval, and air forces brought to the plain view of educators the lack of training in mathematics and science.

The first task set for the schools by the several branches of the war services was the teaching of mathematics and science with emphasis upon the application of the principles of these subjects to the solution of practical problems in military tactics and mechanical manipulation. The secondary schools have developed and are now teaching the Victory streamlined courses in mathematics and science. The pupils now taking these courses will offer them in due time for admission to college. What will be the attitude of the higher institutions toward the acceptance of these courses? The secondary schools await the answer of the standardizing agencies.

The physical and medical examinations of our selected men are not encouraging. Too many men have been rejected for physical defects. The raw facts on the number of men rejected and the causes for rejection are not available. The improvement in physical fitness made since the last war is small. Has the failure of the college to accept more than one or two units of work in health and physical education had anything to do with the development of a program in this area? I think the accrediting agencies should give attention to this phase of our work.

The Baltimore Conference had before it the question of acceleration of educational programs. The conference was of one mind—that there should be among the colleges and universities as much uniformity as practicable in such matters as calendar changes and credits for revamped courses. The conference recommended that: "All institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs and with educational standards, and as may be possible with available resources."<sup>7</sup>

Acceleration of educational programs has been provided in two general plans: First, calendars have been changed from the semester system to the quarter system

<sup>6</sup> Address by Lt. General Brehan B. Somervell, Commanding General, Services of Supply. War Department, August 28, 1942. War Department, Bureau of Public Relations, Mimeographed Bulletin.

<sup>7</sup> Report of the Baltimore Conference.



of instruction, or summer schools have been synchronized with the semester system. Second, courses have been revamped and non-essentials have been eliminated.

The change of college calendars from the semester to the quarter basis has produced a serious problem of articulation between the college and the high school. The first quarter of college instruction will end with the Christmas holiday. The high school semester will end the last of January. The mid-year graduates of the high school will, therefore, be three weeks late for entrance to college. The Commission on Institutions of Higher Education and the Commission on Secondary Schools are confronted with this problem at this meeting.

The most serious problem confronting education in this war time is the lack of legally qualified teachers. The ranks of the teachers have been depleted by: (1) the Selective Service Act, (2) inadequate salaries, (3) industry, and (4) patriotic convictions. The standards of this Association cannot be maintained for the duration if help is not furnished by those in authority charged with an equitable adjustment of human resources. This Association must not fail the schools in the solution of this problem.

Winning the war is the tremendous task of the American people. The schools have pledged their all for a decisive victory. When the last shot is fired and the armistice is signed, thousands of our finest men will be sleeping on foreign soil or resting on the bottom of the deep. Billions of dollars in materials will have been expended. Homes will have been broken and countries will have been devastated. Our institutions, the bastions of civilization, will have been impoverished. Out of these ruins our world will have to be reconstructed. We must not fail to provide our young people with the best instruction possible during these trying days.

Winning the war is not enough. We must win the peace. It is not too much to ask our schools to begin now in the midst of war to lay the foundations of a lasting peace. A good example of what I mean is the preparation now being made to have our high school debate teams to debate the question, "That a Federal World Government should be established." The thousands who participate in this debate and other multiplied thousands who will hear them will be better informed on the problems involved in the establishment of world peace. The introduction of new courses will do much to lay the ground work for a better understanding of the many problems, social, political, economic, religious, and educational, involved in the establishment of world peace.

This Association has never met under such national stress and strain as at the present time. The officers of the Commissions and of the Association have been most coöperative. I have enjoyed my year of service as President of the Association. The member institutions and the schools are alert to the needs of the nation in war. New problems in administration and in instruction are arising thick and fast. We can feel assured that these new problems will be met and solved with credit to the schools involved and to the Association.

### COMMITTEE APPOINTMENTS

The following Committees were appointed by President Ligon.

#### COMMITTEE ON NOMINATIONS

H. M. Ivy, Meridian, Mississippi

J. B. Bassich, Loyola University

H. L. Donovan, University of Kentucky

S. C. Garrison, Peabody College  
T. Q. Srygley, Port Arthur, Texas

## COMMITTEE ON RESOLUTIONS

Doak S. Campbell, Florida State College for Women  
O. C. Carmichael, Vanderbilt University  
C. B. Hodges, Louisiana State University

## AUDITING COMMITTEE

L. H. Hubbard, Texas State College for Women  
J. R. Robinson, Peabody College  
Clyde A. Milner, Guilford College

## REPORT OF 1942 WORK CONFERENCE

Dean Marten ten Hoor, Dean Philip Davidson, and Chancellor O. C. Carmichael made brief reports on the work of the 1942 Work Conference at Sewanee, indicating that the Executive Committee hopes to hold another conference in 1944 or later. There will be no conference in 1943.

(For a full report of the 1942 Work Conference, see pages 457-546 of the November SOUTHERN ASSOCIATION QUARTERLY, Vol. VI, No. 4.)

THURSDAY AFTERNOON, DECEMBER 3, 1942,  
2:30 O'CLOCK

1. Music—Fairview Junior High School Boys Glee Club; Mrs. Loula G. Mallory, Director
2. Invocation—Dr. T. K. Young, Pastor, Idlewild Presbyterian Church, Memphis
3. Address\*—"Education for the Air Age"—Dr. Ben D. Wood, Chairman, Joint Advisory Committee on Aviation Education, New York City
4. Report of the Southern Association's Fraternal Delegate to the Middle States Association of Colleges and Secondary Schools—Professor W. R. Smithey, University of Virginia, Charlottesville, Virginia
5. Report of the Southern Association's Fraternal Delegate to the North Central Association of Colleges and Secondary Schools—President Sam H. Whitley, East Texas State Teachers College, Commerce, Texas
6. Report of Southern Association's Fraternal Delegate to the College Entrance Examination Board—Headmaster S. J. McCallie, The McCallie School, Chattanooga, Tennessee

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\* This address will appear in the May issue of the QUARTERLY.

7. Announcements
8. Election of Officers
9. Report of the Committee on Graduate Study in Southern Institutions of Higher Learning—Dr. Roger P. McCutcheon, Dean Graduate School, Tulane University.
10. Address—"How can the Schools help in Rationing Commodities and Fixing Prices?"—Dr. William Brown, Consumer Division, Office of Price Administration, Washington, D. C.

Professor W. R. Smithey, fraternal delegate to the Middle States Association, presented the following report:

#### REPORT OF THE SOUTHERN ASSOCIATION'S FRATERNAL DELEGATE TO THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

At the request of your President, I attended the Fifty-sixth Annual Convention of the Middle States Association of Colleges and Secondary Schools, November 27 and 28. Due to war conditions, the Association met in New York City, and not in Atlantic City. The general theme of the convention, "The Responsibility of Education in Time of War," was ably presented by representatives of the public school system, the independent schools, and the colleges and universities. All of the discussions of this general topic centered around possible contributions of schools and colleges to the United States Army and Navy programs and voiced the hope that the educational forces would, during the national emergency, become and remain such constructive agencies for the successful prosecution of the war that when the present conflict is over and victory is won, they may emerge strong, virile, and wise in educational programs and influence, to the end that they may have the right to be effective factors in planning, building, and maintaining a safer and happier world.

Your representative was extended every courtesy by the officials of the Middle States Association and desires to take this opportunity to express his appreciation to President Ligon for appointing him fraternal delegate to the Middle States Association.

President Sam H. Whitley presented his report as fraternal delegate to North Central Association:

#### REPORT OF THE SOUTHERN ASSOCIATION'S FRATERNAL DELEGATE TO THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

It was my happy privilege to represent the Southern Association of Colleges and Secondary Schools at the Forty-seventh annual meeting of the North Central Association of Colleges and Secondary Schools, March 23 to 28, Stevens Hotel, Chicago, Illinois. Every courtesy and consideration that could possibly be extended was

given to the representative of the Southern Association by the North Central Association. It was my privilege to attend all meetings of the Commission on Secondary Schools, of the Commission on Institutions of Higher Education, and all the meetings of the Commission on Curricula of Secondary Schools and Institutions of Higher Education. The procedures followed in the various commissions of the North Central Association at all the meetings held from time to time are very much the same as they are in the Commissions of the Southern Association. Very little difference was noted by your fraternal delegate except in the over-all pattern of high schools and colleges which the Commissions of the North Central Association undertook to ascertain before determining the status of an institution in that association. The Association has worked out criteria for the approval of secondary schools and for the approval of institutions of higher education which it may be well for the commissions of the Southern Association to study carefully if any changes are contemplated by these bodies.

The Commission on Institutions of Higher Education had public programs of its own on Wednesday and Thursday, March 25 and 26, as did also the Commission on Secondary Schools and the Commission on Curricular Studies and Research. This, it seemed to me, was an innovation which should be brought to the attention of the commissions in the Southern Association.

The general program of the entire association was given on March 27 and 28 to a large number of visitors other than the members of the Association.

Perhaps the outstanding address at the North Central Association meeting was that given on the afternoon of March 25 by President Robert N. Hutchins, of the University of Chicago, on the subject, "Education at War." This address has been published in many magazines, and I am sure its contents are already well known to the members of the Southern Association. After the address, many questions were asked Dr. Hutchins concerning the Chicago plan of conferring the undergraduate degree at the end of two years of college work. It was evident to your representative from the Southern Association that there are many members of the North Central Association who were not enthusiastic concerning this Chicago plan, but it should be said in all fairness to President Hutchins that his message found a sympathetic hearing in the minds of many of the delegates.

Mr. President and members of the Association, it is with pleasure that I acknowledge my appreciation of the opportunity to represent the Southern Association of Colleges and Secondary Schools at the meeting of the North Central Association of Colleges and Secondary Schools in the early part of this year.

Dr. S. J. McCallie, official representative of the Southern Association to the College Entrance Examination Board, made the following report:

#### REPORT OF THE SOUTHERN ASSOCIATION'S FRATERNAL DELEGATE TO THE COLLEGE ENTRANCE EXAMINATION BOARD

It is now my duty and also my pleasure to render account of my stewardship as the official representative of this organization to the College Entrance Examination Board of New York City. When I first received my appointment as official delegate, I felt that two things were incumbent upon me: first, to bring to the College Entrance Examination Board the ideals and the spirit of the Southern Association as well as to express to the College Entrance Examination Board the desire of the Southern Association of Colleges and Secondary Schools to cooperate with the Board and



with every other agency looking to the betterment of education in these United States; second, to bring back from the College Entrance Examination Board any worthwhile activity that might be of benefit to the schools of the Southern Association. Due to the friends that I had made before entering the College Entrance Examination Board group, I believe I have been most successful in my first task. I have been placed on a most responsible committee, and I have been able to articulate my work in the Association in a much shorter time than would have been possible without previous friendships. I now am rendering to you my account of my second obligation; that is, to bring back to this Association anything that might be of interest that has taken place in the College Entrance Examination Board.

I had not been attending the meetings long before I felt that the College Entrance Examination Board was giving examinations in English, conducting them, and correcting the examinations in a most interesting way, much of which was unknown to the schools of the South. Because a large number of our private schools are sending boys and girls to the North, I felt that it would be of help to our group to bring down to the group Dr. Noyes, Director of Admissions at Yale, who is head reader of English in the examinations given by the College Entrance Examination Board. Dr. Noyes, last year at my invitation, came to a group of the Southern schools and gave a very thorough set-up, showing our English teachers (about forty in number) how the examinations were conducted and how they were graded. At the end of the session, the teachers were unanimous in the expression that it was the most profitable time that they had ever spent in regard to English work.

Last year at Louisville, Kentucky, one member of the Secondary Commission made the statement that there was too much mathematics being taught in our secondary schools. This gave me a chill, and I felt it incumbent to counteract any such pernicious statement; so I was fortunate, through the College Entrance Examination Board, to bring Dr. Kline, Head of the Mathematics Department of the University of Pennsylvania and the head reader in mathematics for the College Entrance Examination Board, to conduct a seminar in mathematics before a group of mathematics teachers of the private schools of the South. Dr. Kline gave us a most instructive talk, and brought to us the clear-cut conviction of the absolute inadequacy of mathematics teaching in the secondary schools of the country. He also brought to us a letter from Admiral Nimitz, in which the Admiral stressed the necessity for better math teaching in the secondary schools. I secured copies of this letter, and sent copies to every state high school supervisor in the South, and to over a hundred principals and superintendents whom I have learned to know and love in my years of work in this Association. I think in both of these activities I have been successful in bringing to the Association worthwhile information.

Shortly after Pearl Harbor last year, the College Entrance Examination Board was informed by a number of its leading members that they would not wait for the June examination to receive candidates, but they were going to accelerate their program, and they wanted an examination set up in April that would enable them to select candidates early in May and thus start on an accelerated program in June. This examination was to take place in one day instead of the usual week of customary June examinations. The examination in April was to take place on Saturday, April 11. The examination in the morning was confined to the scholastic aptitude test, which is composed of questions in English and in mathematics. In the afternoon there were nine examinations given, three of which could be taken by candidates. These examinations were one hour each: one in science, one in social studies, one in modern languages, and one in spatial relations. Over 16,000 candidates took advantage of this early examination and thus left the June examinations with a very much smaller number.

The old line engineering colleges, however, demanded a more thorough examination in mathematics than could be given in a one-day exam such as the April exam; therefore, they continued to use the June examination. In order to be brief, I might state that the present set-up as is given today calls for four examination dates by the College Entrance Examination Board—one in January, one in April, one in June, and one in September. Each is to take one day, instead of the prolonged examinations as formerly given. However, the examinations have been changed somewhat to include one-hour examination in English in the afternoon along the old essay-composition type and another examination of three hours' duration in the afternoon to meet the requirements of the engineering schools. Thus, a student going to an engineering school would take in the morning the scholastic aptitude test, and could take in the afternoon only the mathematics test; whereas a student from some school that preferred to stress the English would take in the morning the scholastic aptitude test, and the English along with two other examinations in the afternoon. These examinations are carefully graded, and the relative standing of the student can be ascertained from the Board. Of course, it goes without saying that the Board is doing a magnificent piece of work in standardizing the examinations, and in making them of such a quality that the whole educational set-up of the country is given worthwhile standards to go by.

There are many other things that I could tell this group, but since the hour is late and President Ligon has requested brevity, I close with the statement that the members of the College Entrance Examination Board have been extremely cordial and most coöperative. I have been enabled to bring back to my own group, especially to the secondary schools, worthwhile information that will enable them to do a better grade of work than they have done heretofore. Certainly, I would urge upon every good private secondary school or public school that sends any considerable number of students to Northern institutions to take advantage of these examinations and get a comparative rating on what their students are doing as compared with students in other sections of the country. I think it would be more than worthwhile.

In conclusion, Mr. President, I wish to thank you and the Executive Committee for the appointment to the College Entrance Examination Board. It has been a most pleasant assignment, and I have enjoyed the work entailed by it.

Dr. Ivy presented the report of the committee on nominations:

Your committee presents to you the names of the following to serve as your incoming officers for 1942-43:

President: G. D. Humphrey, President of Mississippi State College.

First Vice President: C. C. Colvert, Dean of Northeast Junior College, Monroe, Louisiana.

Second Vice President: P. H. Dagneau, Principal Marist High School, Atlanta.

For membership on the Executive Committee: W. J. McConnell, President of North Texas State Teachers College; J. R. Robinson, Registrar of George Peabody College for Teachers.

Respectfully submitted,  
H. L. DONVAN,  
T. Q. SRYGLEY,  
J. B. BASSICH,  
S. C. GARRISON,  
H. M. IVY, *Chairman*.

The report of the committee was accepted and the nominees unanimously elected by the Association.

The report of the Committee on Improvement of Graduate Instruction in Southern Institutions of Higher Education was presented by Dean Roger P. McCutcheon:

### SURVEY OF ENROLLMENTS AND PROBLEMS IN SOUTHERN GRADUATE SCHOOLS, 1940-42

Your Committee has within recent weeks surveyed the enrollment statistics and the most pressing problems confronting graduate education in the South. The information thus collected covers some thirty graduate schools from Texas to Maryland.

As was to be expected, the enrollment in Southern graduate schools has sharply decreased this year. Many of our graduate schools have had slight annual decreases in enrollment since 1938-39, but the rate of decrease now is ominous. Two years ago a total of 9,705 graduate students were reported in our region. Last year the number had fallen to 8,226; but on October 20 of this present year, the number had dropped to 3,696, a loss of 50+ per cent in the year. In 1941, 12,590 graduate students attended summer schools in the South. The summer of 1942, however, found only 7,632 enrolled, a loss of about 5,000 students.

We all know that a number of forces are now operating to make graduate study unimportant, unnecessary, or even impossible. They are forces which the graduate schools cannot control. The armed services have taken away our young men. Industry and governmental service are calling our young women.

Of the students still in our graduate schools, women are in a much larger proportion than ever before. There have not been half enough well qualified applicants to fill the scholarship and fellowship appointments.

There are almost no students available for graduate assistantships. Engineering, physics, chemistry, mathematics, economics, and political science—these fields have been so often raided that they are virtually empty of students.

As many of you know, the Southern Graduate Deans have a set of minimum standards for the Master's and the Doctor's degrees. Some of these standards may have to be modified if not abandoned for the duration, but there are no serious threats as yet. One very useful requirement has been that at least half of the courses for the Master's degree should be on the "200" level; that is, courses which admit no undergraduate students. But we have had faculty losses as well as losses in student enrollment, and some departments now find it impossible to offer enough "200" courses to meet this requirement.

We anticipate a more serious danger, however, in the movement to relax some of our entrance requirements. A present standard which we believe is of the greatest importance states that a graduate student must present from twenty-four to thirty-six semester hours of undergraduate work as a prerequisite for graduate study in any selected department. To the graduate deans, it still seems impossible to build a sound graduate program without this minimum of undergraduate training; yet there is already pressure on us to relax this standard.

The "accelerated program" has elicited some very pertinent comments. One of our wisest and most experienced deans writes: "All our schedules and programs have been stream-lined. I suspect that this will result in poorer work on the part of the student, since there is less time for study and digestion." Another dean comments shrewdly: "We feel that for graduate work nothing can be accelerated. Graduate work properly conducted is accelerated as much as it possibly can be, even in normal times, and cannot be speeded up without direct deterioration of quality."

Finally, a word concerning the outlook for the future. It is now evident that the Army and Navy plans for education on the college level will not permit much concentration in any one subject. So far as our college men are concerned, they cannot from now on receive sufficient undergraduate training to equip them for graduate study in any field. If our girls' colleges should adopt similar plans, there will be no women ready for graduate work, either. When peace comes, and our students can return to our universities, most of them will need at least two years of undergraduate study to prepare them for graduate work. It must be clearly understood that no improvement in the Graduate School situation is to be expected until the undergraduate colleges can be restored to health and sanity.

Dr. William Brown of the Office of Price Administration presented the following summary on the schools and the economic war-front.

### HOW CAN THE SCHOOLS HELP IN RATIONING COMMODITIES AND FIXING PRICES?

The government recognizes the strategic position of schools and colleges in spreading information and understanding of the war effort. The schools can change attitudes and behaviors, spread information quickly, and influence parents and other adults through children and college students. We should get a real understanding of total war and of how we all have to get into it.

One big home-front job is to modify consumer behavior. For example: (1) Instead of paying any price, we must look for ceilings and refuse to pay more; (2) instead of trying to get all we can, we must accept and coöperate in rationing; (3) instead of spending extra money, we must buy only what we need and use the rest for taxes and war stamps and bonds; (4) instead of trying to get a new car or suit or refrigerator, we should make the old one last an extra year or two; and (5) instead of using one's possessions solely for oneself, we must share with others such durable goods as autos, lawn mowers, etc.

The schools can help in rationing by spreading information in regard to coffee rationing and conservation, gasoline rationing and rubber conservation, meat rationing and the point system of rationing, car sharing, and readiness for more rationing if necessary. They can teach and reteach important facts about shortages. For example: (1) the annual mileage of cars must be kept to 5,000 miles to conserve rubber, and gasoline conservation rationing is the only certain procedure for getting this done; (2) the supply of fuel oil in the Midwest and West must be reduced to help solve the serious emergency in the East and to provide oil from the East coast for the African campaign; (3) coffee rationing is the direct result of shortage in shipments from South America; (4) the meat shortage is critical at many points, and meat must be rationed—probably early in 1943 with the issuance of War Ration Book No. 2 and by the point system; more goods will be rationed in the future because of increasing shortages. We can help relieve this situation by getting along with less and making everything we now have last longer, and by sharing with others.

How can schools get information of this type? They can keep in touch with the local War Price and Rationing Board. They can ask the war agencies for their educational literature on rationing. (The Office of Price Administration has "Rationing Why and How," and "Teacher's Handbook on O.P.A.'s Wartime Economic Program.") They can keep in touch with the regional educational representative of the Office of Price Administration. In this area he is Dr. James Green, Atlanta, Georgia.



The channels of communication between Washington and the schools must be made more effective. Information does not now get to the classroom teachers as quickly as it should. This is partly the government's fault and partly the school's fault. We need to work together more closely.

What are schools now doing in rationing? They are carrying the big load in rationing registration, organizing swap centers and rubber exchanges, setting up clothing repair and make-over clinics, helping neighborhood groups organize pools, conducting consumer weeks, running household equipment repair centers, helping set up consumer information centers, organizing waste-watcher squads. How does this help win the war? It assures all of us enough food, clothing, and shelter to get through the war. It makes more of our resources available for the armed forces, and hastens the day of Victory.

### PROGRAM FOR ANNUAL BANQUET, 6:30 P. M.

#### PEABODY HOTEL

Toastmaster: Dean Fred C. Frey, Louisiana State University, University, Louisiana

1. Invocation—Dr. R. J. Bateman, Pastor, First Baptist Church, Memphis
2. Music—Southwestern Singers: Burnet C. Tuthill, Director
3. Address—Senator A. B. Chandler, Kentucky

#### ADDRESS BY SENATOR CHANDLER

I am profoundly grateful to my friend Dr. Ligon, Superintendent of Schools at Henderson, Kentucky, during my boyhood and long-time warm personal friend, for the invitation to speak to the Forty-seventh Annual Meeting of the Southern Association of Colleges and Secondary Schools. I am a Southerner, a product of the common schools and a graduate of two Southern colleges. My presence here upon this occasion indicates to each of you my continuing genuine interest in public education in the South and in the country.

We are met on this occasion against the background of a tragic and desperate total war, the second World War in a generation. I should like on this occasion to give you a summary of events which led us into this second World War and to report to you in some detail with respect to the progress that we have made.

No American wanted involvement in this war. The President of the United States, who is the spokesman of the country in foreign affairs, had warned the people of the country repeatedly of the danger of possible involvement in a world catastrophe. In 1935 when he approved the Neutrality Act of that year, he expressed the belief that it was conceivable that situations might arise in which the inflexible provisions of Article 1 of that Act might have exactly the opposite affect from that which was intended. In other words, he expressed the fear that because of the inflexible provisions we might be dragged into war instead of being kept out. He urged the Congress of the United States from that time forward not to assume a complacent attitude and he asked that they remember that as long as wars existed on the earth that there was some danger that even a nation which most ardently desired peace could be drawn into the war.

In South America in 1936 he asked the Republics of the New World if they would not join him in a solid block which would stand against the frightful catastrophe which

he believed impending. The establishment of the Good-Neighbor Policy, then, has been fruitful to the people of the United States and has resulted in such a spirit of coöperation and good will that we do not today have thousands of our ships and men immobilized as they would be if we were not on friendly terms with the Republics to the south of us. Complaint is made by the people of the country when we buy silver from Mexico at a loss and when we buy beef from the Argentines, but it should be remembered now that such trade as we have been able to do with them is paying rich dividends to the people of the United States.

In 1938 the President, in a message to Congress, said that it was his Constitutional duty, in the light of increasing armaments of other nations, to report that our national defense was inadequate for the purposes of national security and that it required for that reason immediate increase. At intervals between 1935 and the outbreak of the war in 1939, the President tried first to warn the country of impending danger, to bring about unity among the peoples of North and South America, and to dissuade the Chancellor of the German Reich from precipitating a terrible war upon the peoples of the earth. In a letter to the Chancellor of the German Reich on April 14, 1939, the President said: "Nothing can persuade the peoples of the earth that any governing power has any right or need to inflict the consequences of war on its own or any other people save in the cause of self-evident home defense." When his efforts to dissuade the German Chancellor failed, and when it became reasonably certain that we would become involved in the war, the President forecast that the dictator nations were ready to make war upon us and that they would attack us with or without provocation whenever they deemed themselves strong enough to defeat us. And so, when the Japs made their dastardly attack upon us on the 7th day of December, 1941, the President came before the Congress of the United States and asked that we vote to place our country in war against the Axis. His words upon that occasion are to be borne out by American fighting men because he said: "With confidence in our armed forces—with the unbounded determination of our people—we will gain the inevitable triumph—so help us God."

Under the Constitution of the United States the Congress has the responsibility and the duty to declare war or to recognize the existence of a state of war. Under our Constitution it is the obligation and the duty of the President to make the war. The most important thing for a Government to acquire and retain in war time is the confidence of the people — confidence that the men who are in charge of the effort and whose moves are necessarily cloaked in the utmost secrecy are doing their work solely with the idea of winning the war, irrespective of any other consideration. As a member of the Senate Committee on Military Affairs since 1939, I can say to you in all truthfulness and candor that it is my opinion that the war is being managed by men who know war best and by men who have spent a life-time in the Armed Service and have attained their positions through sheer merit and outstanding service. General Marshall, Chief of Staff of the Army of the United States, is a graduate of V.M.I., served under Pershing in the last war, and is in every way admirably equipped to lead the army of the people of the United States. The American people are frequently impatient with their leaders. They love to have one of their sons attain a position of leadership and then sometimes without excuse or reason they permit him to be torn asunder.

It was apparent to all of us that 1942 would be a difficult year for the Allied Nations. One thousand nine hundred and forty-two was considered by the strategists to be a year when we would undertake to hold on all fronts until such a time as we could take the initiative and carry the fight to the enemy. It can be definitely stated now that the Axis policy for 1942 has been thwarted. The gallant fight of the Russians is continuing, and it seems certain now that Hitler will either be defeated before

Stalingrad or spend another frightful winter in the Russian snows. The capable fight of the Chinese is unabated, and fortunately for us neither Russia nor China have been cut off from their allies. Great Britain is growing more powerful every day and the United States, in spite of its critics, has made the most magnificent progress in production and supplies and in the training of the Army that we have ever been able to make in all the history of the Republic. The battle of production has definitely been won and we have demonstrated again to our own satisfaction that when American men and women are called upon to make materials, supplies, and equipment for war, that there is no nation on earth that can compete with them. I have made trips through the factories and mills where men and women are working, holidays and Sundays. Only one-half of one per cent of 7,500,000 workers have been out on strike since Pearl Harbor. Production is up four times what it was December 7, 1941. Our main problem now is one of distribution. In some cases we desperately need transportation facilities, but we are expanding our transportation facilities very rapidly; and very soon we shall also win the battle of transportation. In spite of the critics of the President of the United States and his conduct of the war, and in spite of those gloom spreaders who magnify isolated instances, the war is being well managed and the Army of the United States and its allies have commenced to take the offensive in almost every corner of the globe.

It is, I believe, a great tribute to the President and his management of the war that the great African offensive and the blow resulting therefrom has been dealt without fanfare and in the utmost secrecy. The President remained determined, calm, and deliberate, even in the face of an impending election where the people were manifestly deeply stirred—some because they felt that the war was not being well managed. I can give you some first-hand information about this tremendous offensive on the continent of Africa. Perhaps there has been no greater concentration of invasion ships and men in all the history of the World than that force which has been led by General Eisenhower in the conquest of North Africa.

Recently the President and the officials of the Government have been criticized for dealing with Darlan, and in some of my mail, friends of mine have asked what the difference was between a Nazi on the continent of Europe and a Nazi outside the continent. It should be remembered by all the people that Giraud, the Frenchman with whom we were dealing, was considered by some of his countrymen to be a traitor and that when by a stroke of good fortune we got Darlan in Algiers it was up to our commanding generals to use him in every possible way for the protection of American lives and property. Darlan has performed for the American people an outstanding service. He caused the French forces under him to hold their fire. The results were the immediate fall of Oran, Casablanca, Algiers, and later Dakar. The advantages gained by the American troops are too great to be estimated. Parenthetically, I might say that in the rush for Tunis I have heard that the Southern drawl was predominant. Certainly we have suffered less than 2,000 casualties so far in the invasion and except for the help of Darlan 50,000 or 60,000 American soldiers would now be necessary for police duty in the parts of the country that we have taken over. In other words, although we have not yet been at war a year we have seized the offensive in almost every quarter of the globe. Germany is stopped on the Russian front. Very soon the Americans will join the British Eighth Army and wipe the Germans out of North Africa and out of the African desert, and then go on to knock Italy out of the war.

The Japanese and the Germans have been unable to join each other in the Far East and Japan has not won a victory since the conquest of Burma last spring. An attack by the Japanese on Siberia has been freely forecast but has not materialized.

The reason assigned for this is the failure of the Germans to take Stalingrad. Successful defeats have been registered by the united nations against the Japanese, first at Ceylon, the British Island off India, and later in successive battles by the United States in the Coral Seas and in the battle of Midway. After the battle of Midway the United States took the initiative in the Pacific and started an offensive in the Solomon Islands. Latest word from Guadalcanal indicates that our men are firmly entrenched there and that our positions will be held and extended in the near future. Meanwhile the Japanese have withdrawn from many strongholds in China and have been defeated in their drive on Port Moresby. Our forces have joined the Australians and have pinned the Japs on the beach at Buna, and recently in the first ship-against-ship combat our Navy as proven definitely, in action, its superiority over our enemies. Simultaneously with their attack on Midway the Japanese struck at the Aleutian Islands. If this blow had been successful, it would have opened Alaska and the central portion of the United States to the danger of enemy invasion. It is barely possible that the stirring victory which the American Navy and Air Forces won at Midway will prove to be the turning point of the war. The Japanese were badly hurt off Midway and it is the general belief of our men in military quarters that their losses of ships and aircraft carriers are so great that they may not be able to make them up.

In August I had the honor to be named by the Chairman of the Senate Committee on Military Affairs to be the head of a subcommittee of that important committee, and we made an inspection of Alaska and the Aleutian Islands. The subcommittee travelled more than 16,000 miles. We slept in tents and had our food in army mess halls. I had an opportunity to observe at first hand the training and conduct of our army on that important front. I saw thousands of boys—many of them from our beloved Southland—well trained and ready for action. I saw them working in that barren, desolate country—in the muskeg and tundra—from four o'clock in the morning until ten o'clock at night—asking for only a package of cigarettes, a bar of candy, and a letter from home. I reported the facts which we developed as a result of our careful investigation in that far off country to the President of the United States and to the chiefs of our Army Staff. Immediate action was taken by the President and others, with the result that the Japs have been isolated at Kiska, that practically all of their ships around that island have been destroyed, and that the threat to the mainland of Alaska which was so real several months ago is at least temporarily abated.

We must be ready in this country today to make sacrifices that we have never been called upon to make before in all the history of the country. Frequently we are called upon by men in official positions, and frequently we question the wisdom of regulations prescribed. It may be that the requests are not always reasonable. It may be that in time of war some of our people are necessarily imposed upon. I want to ask you educators—men who influence to a considerable degree the public opinion of the country—to ask the people with whom you come in contact to undergo these hardships even though some of them may seem to be unjust—undergo them for a season—the season may be short, but the rewards for all of us when we win are abundant. We must realize that in this war we pass forever from the age of appeasement and isolation to the age of reality. We must remember that the World is one and that no nation can live among the nations of the World in the future unless it is prepared to fight, if necessary, to maintain its existence and its way of living. We have had narrow escapes during the last year, and the liberties of our country have been nearer destruction than at any time in all the country's history. We inherited from our forebearers a magnificent country. It will be tomorrow what we are willing to make it in spite of those who seek to destroy it.



I have been asked upon numerous occasions to forecast the end of the war. This I cannot do. It may last two years or it may last ten years, but whenever it ends the United States must not do as we permitted ourselves to do in 1919—that is, go into isolation and be perfectly oblivious to the ills of the world. We won the war in 1918—we lost the peace. This time, in the interest of the children of tomorrow, the United States must take the lead in establishing economic justice and in trying to secure with its full might and weight the peace of the world in the future. Our leaders will be those men among us who have courage, vision, and faith enough in recognizing the fact that America is a part of the world and in determining that we will not have a repetition of events which brought us into a second world conflict within a generation. We must admit that we are in the midst of a world revolution and that if we are to survive as a democracy we must fight our way back to those strong positions wherein we once held our beloved possessions inviolate. The right of sacrifice in the cause of freedom is reserved for all the people and is a guarantee implicit in the American Bill of Rights that transcends all others. We cannot afford to give up essential freedom in order to purchase a little temporary safety, and we must remember that we have been commissioned to bring civilization across this frightful breach of depression into a nobler heritage in the future.

The people of France saved their possessions and lost their liberty. The people of Russia sacrificed their possessions but have still retained their liberty. America must continue to prepare herself to carry the fight to the enemy. Largely because of Russia's stand we have been permitted to have valuable time with which to make preparations for such an offensive. In the long run of the years without the power to carry the fight to the enemy our ultimate choice could only be subjugation to his wishes. Wars cannot be won except by taking the offensive and except by creating in the minds and hearts of the American people an offensive spirit.

In the years immediately ahead of us serious problems will come to our educational leaders. With the drafting of 18- and 19-year olds, colleges will lose to the armed services many of their finest young men. The Secretary of War has announced a policy of enlisting college students in the Army Enlisted Reserve and of using the facilities of the colleges of the country to train some of these young men so that they may be enabled to perform greater services for their country. Under the plan of the Secretary these youngsters will be permitted to pursue their studies and will be called to the armed service whenever the Secretary of War finds that the exigencies of war demand it. All of us sincerely wish to avoid as far as possible the interruption of educational activities, and it is the policy of the War Department not to interrupt these activities except as it becomes necessary as the time passes. Certain colleges and universities fitted to give special training to these candidates will have their facilities utilized very quickly, and it will be the wish of the Army to have these young men trained with the greatest thoroughness. The urgent need for army material has resulted in the War Department not being able to accede to the requests of some of our people for the use of this material and personnel over and beyond the present R.O.T.C. training. The utilization of such offers by the Army would draw too heavily upon our already limited supply of teaching personnel in the Army.

As a United States Senator from the South, I desire to commend earnestly the leaders of the colleges and secondary schools in my section of the country upon the grand job that they are doing to fit young Southerners to make the maximum contribution to the country's efforts. The South has the highest birth rate in the Nation. It also has less money to spend than any other part of the country on the per capita education of its children. Unfortunately for the people of the South, we lose a great many of our youngsters who go from the South to other places where oppor-

tunities are offered for better jobs and higher pay. The South is a reservoir for population replacement in the Nation. We possess approximately one-fourth of the Nation's population and we educate approximately one-half of the Nation's farm children. It shall be my purpose to help in every way to bring the South's most valuable natural resources into the full extent of its promise—the South's primary crop, the children of the South.

There is no doubt in the minds of any of us that America must continue to be strong and that after the war an association of nations must be established with the strength and will sufficiently strong and sufficiently powerful to put down the would-be dictators of the future. They must not be permitted again to molest the peace of the world. It is devoutly hoped that the sacrifices made by the men, women, and children of the country will not be made again in vain. We must guarantee to the peoples of the earth a fairer and more equitable distribution of the goods and services of the world. As long as any of us live and as little as we like it, our Country will always be a military nation. Not, I pray, in charge of the military, but we shall have to have huge armaments, large navies, and fleets of airplanes, so that we can guarantee in the future that no aggressor will have the courage to tackle us.

When the war is over and when the boys return, we shall have to bend our energies in making maximum contributions to the establishment of an enduring peace for the world. This is a time that challenges again the souls and intellect of men.

May God grant that the men and women of the Old South will be not less worthy than their forebears.

#### PROGRAM OF FRIDAY MORNING, DECEMBER 4, 1942

9:00 A. M.

1. Music—Central High School Chorus: Ernest F. Hawke, Director
2. Invocation—The Reverend Francis P. Pack, Chaplain, Siena College
3. Announcements
4. Greetings from the Fraternal Delegate from the Middle States Association of Colleges and Secondary Schools—President W. E. Weld, Wells College, Aurora, New York, President of Middle States Association for 1941-42
5. Greetings from the Fraternal Delegate of the North Central Association of Colleges and Secondary Schools—President Charles E. Friley, Iowa State College of Agriculture and Mechanics Arts; Iowa, President of North Central Association
6. Address—"The Organization and Functions of the Army Institute and its Relation to the Schools"—Dr. Francis Brown, American Council on Education
7. Report of Commission on Secondary Schools
8. Report of Commission on Institutions of Higher Institutions
9. Report of Commission on Curricular Problems and Research
10. Report of Secretary-Treasurer
11. Business Session:
  - (a) Report of Committees
  - (b) Unfinished Business

(c) New Business

(d) Resolutions

12. Adjournment

## REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

Father Joseph B. Bassich, Chairman, presented the report of the Commission on Secondary Schools. The report was accepted by the Association.

### REPORT OF COMMITTEE ON STANDARDS (OF THE COMMISSION ON SECONDARY SCHOOLS)

The Committee on Standards recommends that any change in standards included in the report of the Committee shall become operative immediately on ratification by the Commission and the Association.

The Committee further recommends, in order that a point of order not be raised at a later date, that the revision of standards approved at the last meeting, which have been lying on the table since that time, be approved by the Commission. (These changes may be found on Page 129 of the SOUTHERN ASSOCIATION QUARTERLY, Vol. VI, No. 1, February, 1942.)

J. G. STIPE, *Chairman*  
J. L. COBB  
FATHER ERNEST  
R. R. EWERZ  
E. R. JOBE

### REPORT ON SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN, NOT REPORTING, OR REORGANIZED

(See page 138, "Report of the Commission on Secondary Schools," this issue of the QUARTERLY.)

### REPORT ON SCHOOLS ADDED

See pages 138-139, "Report of the Commission on Secondary Schools," this issue of the QUARTERLY.)

### SUMMARY OF APPROVED SECONDARY SCHOOLS— PUBLIC AND PRIVATE, 1942-43

See pages 136-137, "Report of the Commission on Secondary Schools," this issue of the QUARTERLY.)

### NOMINATIONS OF THE COMMISSION ON SECONDARY SCHOOLS TO THE EXECUTIVE COMMITTEE OF THE ASSOCIATION OF MEMBERS TO FILL VACANCIES ON STATE COMMITTEES

*Alabama*

W. L. Spencer, State Department of Education, Montgomery, to succeed himself (ex-officio member)

William S. Pape, Principal, University Military School, Mobile, to succeed L. H. Baer, ineligible for reelection

James Chietzberg, Principal, Holtville High School, Deatsville, Alabama, to succeed himself

*Florida*

J. Hooper Wise, University of Florida, Gainesville, to succeed himself

Paul Eddy, State Department of Public Instruction, Tallahassee, to succeed himself (ex-officio member)

*Georgia*

Father P. H. Dagneau, Marist College, Atlanta, to succeed himself

E. M. Highsmith, Mercer University, Macon, to succeed himself

H. P. Miller, Emory University, Atlanta, to succeed J. G. Stipe, ineligible for reelection

*Kentucky*

Mark Godman, State Department of Education, Frankfort, to succeed himself (ex-officio member)

W. R. Nelson, Headmaster, Millersburg Military Institute, Millersburg, to succeed C. N. Shutt who is ineligible for reelection

*Louisiana*

Joseph B. Bassich, Loyola University, New Orleans, to succeed himself

R. R. Ewerz, State Department of Education, Baton Rouge, to succeed himself (ex-officio member)

W. Patrick Dannelly, Jesuit High School, New Orleans, to succeed J. C. Mulhern, ineligible for reelection

*Mississippi*

E. R. Jobe, State Department of Education, Jackson, to succeed himself (ex-officio member)

J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport, to succeed J. W. Kennedy, deceased

W. H. Sumrall, Dean, Mississippi College, Clinton, to succeed himself

W. H. Zeigel, Delta State Teachers College, Cleveland, to succeed himself

*North Carolina*

Holland Holton, Duke University, Durham, to succeed himself

W. C. Pressly, Peace Junior College, Raleigh, to succeed himself

*South Carolina*

E. C. Hunter, Converse College, Spartanburg, to succeed himself

P. M. Thrasher, President, Porter Military Academy, Charleston, to succeed Miss Mary V. McBee, who is ineligible for reelection

*Tennessee*

J. M. Smitty, Director of Instruction, Memphis City Schools, to succeed Ernest C. Ball, ineligible for reelection

William R. Webb, Headmaster, Webb School, Bell Buckle, to succeed himself

*Texas*

George H. Wells, Principal, Austin High School, Austin, to succeed T. Q. Srygley who is ineligible for reelection



*Virginia*

Walter Flick, Washington and Lee University, Lexington, to succeed himself  
 Fred M. Alexander, State Department of Education, Richmond, to succeed himself  
 (ex-officio member)

Edmund J. Lee, Headmaster, Chatham Institute, Chatham, to succeed John C. Boggs

## REPORT OF NOMINATING COMMITTEE

The Nominating Committee recommends the following for officers of the Commission on Secondary Schools for the year 1942-43:

Chairman: R. R. Vance, State High School Supervisor, State Department of Education, Nashville, Tennessee

Vice Chairman: Joseph B. Bassich, S. J., Loyola University, New Orleans, Louisiana

Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee

RECOMMENDATIONS CONCERNING ACCELERATED  
PROGRAM IN HIGH SCHOOL

(See pages 162-163, "Report of the Commission on Secondary Schools," this issue of the *QUARTERLY*.)

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER  
EDUCATION TO THE EXECUTIVE COMMITTEE  
THE SOUTHERN ASSOCIATION OF COLLEGES  
AND SECONDARY SCHOOLS\*

The Commission on Institutions of Higher Education submits the following recommendations:

1. That the Executive Council of the Commission on Institutions of Higher Education be given authority to make recommendations directly to the Executive Committee of the Association relative to the restoration to membership of the institutions of higher education of the University System of Georgia when evidence has been submitted that proper legislative action has been taken for the correction of the conditions leading to the suspension of these institutions from membership; and that the Executive Committee of the Association be given authority to take final action, on the basis of such recommendations, relative to such restoration.
2. That Mississippi Southern College be removed from probation and restored to unconditional membership in the Association.
3. That, because of violation of well-recognized principles of tenure and other unsatisfactory conditions affecting the tone of the institution, Winthrop College be placed on probation.
4. That, because of serious violations of well-recognized principles of tenure; because of inaccurate and unwarranted changes in student records; and because of other unsound administrative and educational practices affecting adversely the academic standards and the tone of the institution, Memphis State College be dropped from membership in the Association, effective as of September 1, 1943.
5. That Appalachian State Teachers College be admitted to membership in the Association.

\* See pages 177; this issue.

6. That Berea College, formerly holding conditional membership, be restored to good standing.

7. That Lynchburg College, formerly on probation, be placed on conditional membership.

8. That Judson College be continued on probation.

9. That Wesleyan College, formerly on probation, be restored to good standing.

10. That the following Junior Colleges be accepted for membership in the Association:

Meridian Junior College, Meridian, Mississippi

Palm Beach Junior College, West Palm Beach, Florida

Pfeiffer Junior College, Misenheimer, N. C.

11. That Andrew College, Cuthbert, Georgia, be removed from probation and restored to full standing in the Association.

12. That Young Harris College, Young Harris, Georgia, be place on probation for failure to meet the standards of the Association.

13. That Pearl River Junior College, Poplarville, Mississippi, be continued on the conditional membership list.

14. That the following Junior Colleges be placed on the conditional membership list:

Mars Hill College, Mars Hill, N. C.

Sue Bennett College, London, Kentucky

15. That Bethel Womans College, Hopkinsville, Kentucky, be dropped from membership in the Association because the college has suspended operations.

16. That the following recommendation of the Committee on Non-Member Colleges be approved:

"It is unwise to discontinue the non-member list at this time. A few days after the close of the last session of the Association war was declared. Educational programs soon were upset and financial hurdles added to all colleges. When your Committee was created in 1926 over sixty colleges were on the non-member list. No college has been dropped from it; only one has voluntarily withdrawn; the others, except those now reporting, have been admitted to membership. In view of the achievement of the non-member colleges and the conditions all colleges face due to the present war your Committee recommends that the non-member list be continued another year."

17. That the following recommendation and interpretation submitted by the Executive Council be approved:

"The Executive Council had before it several communications relative to modifications of Standard One, having to do with Requirements for Admission. These communications were referred to a joint meeting of the Committee on Standards and the Committee on Reports. Through a sub-committee of these two committees a report was made to the Council. After careful consideration the Council unanimously recommends that no modifications be made in Standard One except that, in the interest of clarity and of verbal consistency with Standard Three for Junior Colleges, the word 'ordinarily' be stricken from the first sentence of Standard One. Further, the Council records by unanimous vote its interpretation of the words 'as shown by examination' in the first sentence of Standard One and in the first sentence of Standard Three for Junior Colleges to mean 'as shown by examination on fifteen units'."

18. That the following changes be made in the proposed Statement of Principles and that, as thus amended, the Statement of Principles be adopted:

(1) The final sentence of the paragraph numbered "1" be changed to read as follows: "This does not preclude special arrangements between institutions and teachers; nor is this to be interpreted to mean that one has the right to be protected by this principle if he teaches the overthrow of the principle or of the system out of which it springs."

(2) The first sentence of the paragraph numbered "2" be changed to read as follows: "The guarantee of this freedom means security of position after a reasonable probationary period, which is the accepted policy of every stable institution of higher learning."

(3) The final sentence of the paragraph numbered "4" be changed to read as follows: "When either the board of control or the administration of an institution undertakes to assume duties outside its proper sphere, as defined in the institution's charter, the soundness of the entire educational program is jeopardized."

19. That the following condensation of the proposed new standard dealing with extension and correspondence work replace the longer form originally proposed; and that, as thus reworded, the standard be adopted:

"Extension and/or correspondence courses, when offered by member colleges, should be an integral part of the curricular program, supervised by the college administrative staff, taught by duly appointed and properly qualified members of the staff, and should meet fully the standards of resident courses. The hours for teaching such courses are to be a part of the teacher's scheduled load. Credit for undergraduate courses in the major subject or for more than one fourth of the work required for the baccalaureate degree should not be allowed for such courses. Transfer credits should be allowed only for extension and/or correspondence courses meeting the above qualifications."

20. That the following resolution be approved:

"In view of the critical shortage of trained professional and technical workers and of prospective students to be prepared in American colleges and universities for essential fields of study related to the war effort, the Southern Association of Colleges and Secondary Schools strongly endorses the appropriation of adequate funds in an amount not less than fifteen million dollars for provision of N. Y. A. work to prospective students who cannot secure such preparation and training without financial assistance.

"In order to secure adequate information regarding the qualified students, particularly girls, for such preparation and training among the present enrollment of high school seniors for the 1942-43 session, it is recommended that a nationwide survey be made under the direction of the N. Y. A. College and School Work Councils to determine what financial assistance such qualified students may require.

"We further urge that such an appropriation be made in ample time for the prospective students to make plans for attending the colleges or universities of their choice."

21. That the accompanying statement regarding the relationship of higher education to the war effort be submitted to the Association for approval. (See "Statement" on pages 182-183, Report of the Commission on Institutions of Higher Education," this issue.)

22. That the following budget be approved for the Commission on Institutions of Higher Education:

Committee on Reports . . . . .	\$ 100.00
Committee on Junior Colleges . . . . .	100.00
Salary, Executive Secretary . . . . .	4,400.00

Salary, secretary to above . . . . .	2,000.00
Extra secretarial help . . . . .	100.00
Report Forms and other printing . . . . .	250.00
Supplies . . . . .	300.00
Office Rent . . . . .	300.00
Contingent Fund . . . . .	400.00
Travel . . . . .	600.00
Total . . . . .	<hr/> \$8,550.00

23. That the following officers and members of the Commission be approved:

Chairman: President Rufus C. Harris, Tulane University

Secretary: President Goodrich C. White, Emory University

Executive secretary: M. C. Huntley, University of Alabama

Executive Council: Chairman and Secretary, *ex officio*; Chancellor O. C. Carmichael, Vanderbilt University; President Theodore H. Jack, Randolph-Macon Woman's College; Chancellor A. B. Butts, University of Mississippi; President L. H. Hubbard, Texas State College for Women; Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama.

#### COLLEGE MEMBERS

##### *Class of 1944*

President John R. Cunningham, Davidson College, replacing President R. R. Paty

##### *Class of 1945*

President Goodrich C. White, Emory University

President Theodore H. Jack, Randolph Macon Woman's College

President E. M. Gwathmey, Converse College

President Ralph W. Lloyd, Maryville College

Registrar E. J. Mathews, University of Texas

Dean J. H. Hewlett, Centre College

President M. L. Smith, Millsaps College

President Raymond R. Paty, University of Alabama

President F. P. Gaines, Washington and Lee University

President Hubert Searcy, Huntington College

#### SCHOOL MEMBERS

##### *Class of 1944*

Superintendent Omar Carmichael, Lynchburg, Virginia, replacing Principal H. D. Wolff, resigned

##### *Class of 1945*

President James B. Young, Jones County Junior College, Mississippi

Superintendent A. C. Flora, Columbia, S. C.

Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama

Superintendent F. W. Murphy, Greenville, Mississippi

Principal C. C. Henson, Isadore Newman High School, New Orleans, Louisiana

RUFUS C. HARRIS, *Chairman*

GOODRICH C. WHITE, *Secretary*



A motion was passed by the Executive Committee to ask that, when an institution is recommended for probation or dismissal, a brief of the evidence be submitted to the Executive Committee and that institutions against which such drastic penalties are recommended by the Commission be given immediate notice of that fact by the proper officials.

The following motion was passed by the Executive Committee:

"That the terms and conditions for admission to college remain as set forth in Standard One as amended and that the Executive Committee of the Association with the Executive Council of the Higher Commission and the Chairman, Vice-Chairman, and Secretary of the Secondary Commission and four other members of the Secondary Commission appointed by the Chairman, undertake to meet whatever emergency may arise in the future with regard to admission to college under the proposed programs of army and navy departments.

"That an Executive Committee of this full Emergency Committee be created, to consist of the officers of the Executive Committee of the Association, the Chairman and Secretary of the Higher Commission, and the Chairman and the Secretary of the Secondary Commission."

On motion the Association adopted this recommendation of the Executive Committee.

REPORT OF THE JOINT COMMITTEE OF THE COMMISSION ON  
INSTITUTIONS OF HIGHER EDUCATION AND THE COMMISSION  
ON SECONDARY SCHOOLS ON DESIRABLE ARTICULATION IN  
THE ACADEMIC CALENDARS OF SECONDARY SCHOOLS  
AND COLLEGES TO FACILITATE ACCELERATION

The Joint Committee of the Commission on Institutions of Higher Education and the Commission on Secondary Schools on Desirable Articulation in the Academic Calendars of Secondary Schools and Colleges to Facilitate Acceleration begs leave to make the following suggestions:

1. That during the national emergency it is essential that our schools and colleges arrange their programs in such fashion that students may pass from our secondary schools into our colleges with the least possible delay and with the least possible difficulty;
2. That the academic calendars of our schools and colleges should be in substantial conformity in order that there may be little or no delay in the transfer of students from our schools into our colleges;
3. That the Southern Association of Colleges and Secondary Schools through its

officials request its member schools and colleges to arrange their academic calendars in conformity with the above statements.

W. R. SMITHEY,  
*Chairman of the Committee from the Commission  
on Institutions of Higher Education*

R. R. VANCE,  
*Chairman of the Committee from the Commission  
on Secondary Schools*

J. HENRY HIGHSMITH,  
*Member of the Committee from the Commission  
on Secondary Schools*

Regarding the Report of the Joint Committee of the Commission on Institutions of Higher Education and the Commission on Secondary Schools on desirable articulation in the academic calendars of secondary schools and colleges to facilitate acceleration, it was moved that this part of the report be received with the understanding that the Executive Committee dispose of it in any way it sees fit.

#### REPORT TO THE EXECUTIVE COMMITTEE OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FROM THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

In accordance with the policy adopted by the Commission with respect to the direction of its Study in secondary schools and colleges, the selected schools in the Study have continued to receive services within the limitations of a decreasing financial budget. In addition, attention has been given to the extension of this work to other schools, including certain Negro schools for which a special grant was made available. The Commission is glad to report that the development of this work continues on a satisfactory basis.\*

The Commission reports that, through the Committee on Work Conferences, which represents both this Commission and the Commission on Institutions of Higher Education, a second Work Conference composed of 149 representatives from 83 institutions was held at the Sewanee Military Academy, Sewanee, Tennessee, from June 21-27, 1942 and that this conference work is continuing throughout the South through the participation of member institutions of the Association.

As the work in the thirty-three schools has developed, it has become increasingly clear that it has certain significant implications which have value for Southern education. These implications need to be explored. As the Study continues to grow under its own momentum, the Commission expects to give attention to these implications within available resources. These implications have been the subject of considerable study by the Commission through its Executive Committee and special committees during the past year. As these studies develop during the coming year, they will be presented to the proper persons for consideration and support. To the extent that support becomes available, the Commission will undertake to translate the results of these studies into action. The following plan of the activities for 1942-43 has been outlined:

1. Nature of the studies:
  - a. New practices and materials in secondary and higher institutions,
  - b. Further development of situations growing out of the Southern Association Study,
  - c. Studies growing out of requests from other Commissions of the Association,
  - d. Publication of suitable materials (in the SOUTHERN ASSOCIATION QUARTERLY and other appropriate places).
2. Means of developing these studies:
  - a. Coöperation with committees and individuals from the Secondary Commission,
  - b. Coöperation with the Executive Committee of the Committee on Work Conferences on Higher Education,
  - c. Reports to and discussions by the various Commissions and the Association.

NOMINATIONS FROM THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH TO THE EXECUTIVE COMMITTEE OF THE ASSOCIATION ON NEW MEMBERS TO THE COMMISSION AND OFFICERS OF THE COMMISSION

*From Institutions of Higher Education*

- B. P. Brooks, Director of Instruction, Mississippi State College, for a second three-year term
- H. T. Parlin, Dean of the College of Liberal Arts, University of Texas, for a second three-year term
- Roscoe E. Parker, Professor of English, University of Tennessee, for a second three-year term
- Harris Purks, Dean of the College of Arts and Sciences, Emory University, to fill the unexpired term (1944) of Philip Davidson, formerly Professor of History at Agnes Scott College and now Dean of the Graduate School of Vanderbilt University

*From Secondary Schools*

- W. F. Tidwell, Principal of the Montevallo High School, Montevallo, Alabama, to succeed K. J. Clark, Asst. Supt. Mobile Schools, not eligible for re-election
- Paul Munro, Superintendent of Schools, Columbus, Georgia, to succeed Sam Gardner, Principal of the Griffin High School, whose term expires in 1942 and who has resigned to enter military service
- W. T. Rowland, Jr., Superintendent of Schools, Lexington, Kentucky, for a second three-year term
- Quinton Holton, Principal of the Durham High School, Durham, North Carolina, for a second three-year term
- J. B. Cloutier, Principal of the Campti High School, Campti, Louisiana, to succeed S. G. Lucky, Principal of the Bastrop High School, who is not eligible for re-election
- Floyd C. Barnes, Superintendent of Schools, Drew, Mississippi, to fill the unexpired term (1944) of J. M. Smyth, Superintendent of Schools, Canton, Mississippi

\* For a more complete report, see the Report of the Commission on Curricular Problems and Research, pages 189-207, this issue.

*Members at Large*

Philip Davidson, Dean of the Graduate School, Vanderbilt University, to succeed C. E. Metz of Clemson Agricultural College, who is not eligible for re-election  
 Ralph L. Eymann, Dean of the School of Education, Florida State College for Women, for a second three-year term  
 Doak S. Campbell, President of Florida State College for Women, to fill the unexpired term (1943) of H. H. Hill of the University of Kentucky, who is now Superintendent of Schools at Pittsburgh, Pennsylvania

## OFFICERS AND EXECUTIVE COMMITTEE

Chairman: Dean K. J. Hoke, College of William and Mary  
 Secretary: Roscoe E. Parker, University of Tennessee  
 Executive Committee: B. P. Brooks, Mississippi State College; Doak S. Campbell, Florida State College for Women; W. L. Mayer, North Carolina State College; Ben Wiseman, Dallas, Texas; Gladstone R. Yeuell, University of Alabama

*Nominating Committee:*

E. B. ROBERT (*Not in Attendance*)  
 C. M. DANNELLY  
 PHILIP DAVIDSON  
 R. C. JENNINGS  
 LEO M. CHAMBERLAIN, *Chairman*

## APPROVED BY THE COMMISSION

ROSCOE E. PARKER, *Secretary*

December 1, 1942

## REPORT OF THE COMMITTEE ON NEGRO SCHOOLS

## Add:

Oakwood Junior College, Huntsville, Alabama, as a Standard Two-year Junior College, Class B.

## Raise:

St. Augustine's School, Raleigh, North Carolina, from Class "B," Standard Four-Year College to Standard Four-Year College, Class "A."

On the approved list of the Committee on Negro Schools there are 50 old schools, and one new school. Of those 51 schools, 22 are in Class "B," two- and four-year colleges; the remainder are listed as Class "A."

Fourteen high schools have been added as follows:

## Florida:

Stanton High School, Jacksonville  
 Florida A. & M. Experimental H. S., Tallahassee

## Georgia:

Emery Street High School, Dalton  
 Boggs Academy, Keysville  
 Moultrie Negro High School, Moultrie

## Kentucky:

State Street High School, Bowling Green  
 Rosenwald High School, Madisonville



## North Carolina:

Jordan-Sellers High School, Burlington  
Darden High School, Wilson

## Texas:

Weldon High School, Gladewater  
St. Peter Claver High School, San Antonio

## Virginia:

Parkes-Avon High School, Alexandria  
Jefferson High School, Charlottesville  
Maggie L. Walker High School, Richmond

Total of 103 high schools—89 old, 14 new.

The continuation of the Committee on Negro Schools was recommended, pending developments of the work for the coming year.

### APPROVED LIST OF COLLEGES AND SECONDARY SCHOOLS FOR NEGRO YOUTH\*

At the annual meeting of the Southern Association of Colleges and Secondary Schools in Memphis, Tennessee, November 30-December 4, 1942, the Executive Committee of the Association voted to grant the institutions listed below the several ratings as indicated:

#### APPROVED NEGRO COLLEGES

##### *Standard Four-Year Colleges—Class "A"*

Institutions in this class meet in full the standards set up by the Association.

	Year Accredited	
	Class "A"	Class "B"
Atlanta University, Atlanta, Ga.	1932	
Bennett College for Women, Greensboro, N. C.	1935	1931
Clark College, Atlanta, Ga.	1941	1931
Dillard University, New Orleans, La.	1937	1936
Fisk University, Nashville, Tenn.	1930	
Florida A. & M. College, Tallahassee, Fla.	1935	1931
Hampton Institute, Hampton, Va.	1932	1931
Johnson C. Smith University, Charlotte, N. C.	1933	1930
Kentucky State Industrial College, Frankfort, Ky.	1939	1931
LeMoyné College, Memphis, Tenn.	1939	1932
Louisville Municipal College for Negroes, Louisville, Ky.	1936	1932
Morehouse College, Atlanta, Ga.	1932	1930
Morris Brown College, Atlanta, Ga.	1941	1933
North Carolina College for Negroes, Durham, N. C.	1937	1931
Prairie View State N. & I. College, Prairie View, Texas	1934	1932
St. Augustine College, Raleigh, N. C.	1942	1937

\* Committee on Approval of Negro Schools: H. M. Ivy, Superintendent of Schools, Meridian, Miss., *Chairman*; J. Henry Highsmith, Director, Division of Instructional Service, Raleigh, N. C., *Secretary*; T. H. Jack, President, Randolph-Macon Woman's College, Lynchburg, Va.; R. L. Cousins, Jr., State Agent for Negro schools, State Department of Public Instruction, Atlanta, Ga.; D. H. Taylor, State Department of Education, Austin, Texas.

Southern University, Scotlandville, La.	1937	1932
Spelman College, Atlanta, Ga.	1932	1930
State A. & M. College, Orangeburg, S. C.	1941	1932
Talladega College, Talladega, Ala.	1931	1930
The A. & T. College of North Carolina, Greensboro, N. C.	1936	1932
Tuskegee N. & I. Institute, Tuskegee, Ala.	1933	1931
Virginia State College for Negroes, Petersburg, Va.	1933	1930
Virginia Union University, Richmond, Va.	1935	1930
Wiley College, Marshall, Texas	1933	1931
Xavier University, New Orleans, La.	1937	1931

*Standard Four-Year Colleges—Class "B"*

Institutions in this class do not yet meet one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

	Year Accredited Class "B"
Alcorn A. & M. College, Alcorn College, Miss.	1941
Benedict College, Columbia, S. C.	1936
Bishop College, Marshall, Texas	1931
Elizabeth City State Teachers College, Elizabeth City, N. C.	1941
Fayetteville State Teachers College, Fayetteville, N. C.	1941
Fort Valley N. & I. School, Fort Valley, Ga.	1941
Georgia State College, Industrial College, Ga.	1940
Knoxville College, Knoxville, Tenn.	1931
Lane College, Jackson, Tenn.	1935
Livingston College, Salisbury, N. C.	1931
Paine College, Augusta, Ga.	1931
Samuel Huston College, Austin, Texas	1934
Shaw University, Raleigh, N. C.	1933
Texas College, Tyler, Texas.	1934
The State Teachers College, Montgomery, Ala.	1935
Tillotson College, Austin, Texas.	1933
Tougaloo College, Tougaloo, Miss.	1932
Winston-Salem State Teachers College, Winston-Salem, N. C.	1941

*Standard Two-Year Junior Colleges—Class "A"*

	Year Accredited Class "A" Class "B"
Barber-Scotia Junior College, Concord, N. C.	1934 1933
Mary Allen Junior College, Crockett, Texas	1936 1931
State A. & M. Institute, Normal, Ala.	1935 1933

*Standard Two-Year Junior Colleges—Class "B"*

	Year Accredited Class "B"
Bethune-Cookman College, Daytona Beach, Fla.	1931
Florida N. & I. Institute, St. Augustine, Fla.	1933

Oakwood Junior College, Huntsville, Alabama  
 Stillman Institute, Tuscaloosa, Ala.

1942  
 1937

### APPROVED NEGRO SECONDARY SCHOOLS

#### ALABAMA:

Drewry Practice High School, Talladega  
 Mobile County Training School, Plateau  
 Southern Normal School, Brewton  
 State A. & M. Institute, High School Department, Normal  
 State Teachers College, High School Department, Montgomery  
 Tuskegee Institute, High School Department, Tuskegee

#### FLORIDA:

Booker T. Washington High School, Miami  
 Dunbar High School, Ft. Myers  
 Florida A. & M. Experimental High School, Tallahassee  
 Lincoln High School, Tallahassee  
 Stanton High School, Jacksonville

#### GEORGIA:

Athens High and Industrial School, Athens  
 Atlanta University Laboratory High School, Atlanta.  
 Ballard Normal High School, Macon  
 Booker T. Washington High School, Atlanta  
 Center High School, Waycross  
 Douglass High School, Thomasville  
 Emery Street High School, Dalton  
 Georgia Normal High School, Albany  
 Gillespie Selden High School, Cordele  
 Moultrie Negro High School, Moultrie  
 Paine College, High School Department, Augusta  
 Risley High School, Brunswick  
 Rogers Academy, Keysville  
 Spencer High School, Columbus

#### KENTUCKY:

Attucks High School, Hopkinsville  
 Central Colored High School, Louisville  
 Ed Davis High School, Georgetown  
 John G. Fee Industrial High School, Maysville  
 Lincoln High School, Paducah  
 Lincoln Institute, Lincoln Ridge  
 Oliver Street High School, Winchester  
 Paul Laurence Dunbar High School, Lexington  
 Rosenwald High School, Madisonville  
 State Street High School, Bowling Green  
 Western Junior-Senior High School, Owensboro  
 William Grant High School, Covington

#### LOUISIANA:

Gilbert Academy, New Orleans  
 Sacred Heart High School, Lake Charles

Southern University, High School Department, Scotlandville

Xavier University, High School Department, New Orleans

MISSISSIPPI:

Alcorn A. & M. College, High School Department, Alcorn

Southern Christian Institute, High School Department, Edwards

Tougaloo College, High School Department, Tougaloo

NORTH CAROLINA:

Allen High School, Asheville

Atkins High School, Winston-Salem

Booker T. Washington High School, Rocky Mount

Darden High School, Wilson

Dillard High School, Goldsboro

Dunbar High School, Lexington

E. E. Smith High School, Fayetteville

Hillside Park High School, Durham

Immanuel Lutheran College, High School Department, Greensboro

James B. Dudley High School, Greensboro

Jordan-Sellers High School, Burlington

Joseph Charles Price High School, Salisbury

Lincoln Academy, Kings Mountain

Mary Potter High School, Oxford

Orange County Training School, Chapel Hill

Palmer Memorial Institute, Sedalia

Second Ward High School, Charlotte

Stephens-Lee High School, Asheville

Washington High School, Raleigh

Washington High School, Reidsville

William Penn High School, High Point

Williston Industrial High School, Wilmington

SOUTH CAROLINA:

Avery Institute, Charleston

Booker Washington High School, Columbia

Finley High School, Chester

Mather Academy, Camden

Voorhees N. & I. School, Denmark

TENNESSEE:

Austin High School, Knoxville

Holloway High School, Murfreesboro

Howard High School, Chattanooga

Pearl High School, Nashville

Swift Memorial Junior College, High School Department, Rogersville

TEXAS:

A. J. Moore High School, Waco

Anderson High School, Austin

Booker T. Washington High School, Houston

Booker T. Washington High School, Wichita Falls

Charlton-Pollard High School, Beaumont

Central High School, Galveston

Central High School, Jefferson



H. B. Pemberton High School, Marshall  
 I. M. Terrell High School, Fort Worth  
 Jack Yates High School, Houston  
 Kilgore High School, Kilgore  
 Phyllis Wheatley High School, Houston  
 Phyllis Wheatley High School, San Antonio  
 St. Peter Claver High School, San Antonio  
 Weldon High School, Gladewater

## VIRGINIA:

Armstrong High School, Richmond  
 Booker T. Washington High School, Norfolk  
 Christiansburg Industrial Institute, Cambria  
 D. Webster Davis High School, Ettrick  
 Dunbar High School, Lynchburg  
 Francis DeSales High School, Rock Castle  
 George P. Phenix Training School, Hampton  
 Huntington High School, Newport News  
 Jefferson High School, Charlottesville  
 Lucy Addison High School, Roanoke  
 Maggie L. Walker High School, Richmond  
 Manassas High School, Manassas  
 Parkes-Avon High School, Alexandria  
 Peabody High School, Petersburg

### REPORT OF THE SECRETARY FOR THE EXECUTIVE COMMITTEE

Dr. Shelton Phelps, Secretary of the Association, made the report of the Executive Committee, recommending:

1. *The adoption of the report of the Commission on Institutions of Higher Education.* (See pages 177-185.)
2. *The adoption of the report of the Secondary Commission.* (See pages 131-172.)
3. *The adoption of the report of the Commission on Curricular Problems.* (See pages 189-207.)
4. *The adoption of the report of the Committee on Negro Schools.* (See pages 95-100.)
5. *The approval of the following budget:*

## BUDGET 1942-43

*Estimated Receipts*

Cash Balance as of November 16, 1942.....	\$ 3,119.88
Interest on investment.....	200.00
Estimated annual dues.....	24,423.75
Bills Payable.....	250.00
Dues Receivable.....	667.50

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\$28,661.13

*Estimated Expenditures*

Commission on Higher Education.....	\$ 8,550.00
Commission on Secondary Schools.....	9,955.00
Commission on Curricular Problems and Research.....	2,500.00
Office of Secretary-Treasurer.....	850.00
Office of President.....	100.00
Expense of Meeting.....	500.00
QUARTERLY.....	5,500.00
Negro Schools Committee.....	500.00
Contingent.....	206.13
	<hr/>
	\$28,661.13

Authorization was given the Secretary-Treasurer to sell a bond to take care of the expenses of the Emergency Committee if necessary.

6. *The adoption of the resolution regarding the Southern States Work Conference on Administrative Problems.* (See pages 103-104.)

7. *That the present Secretary-Treasurer be re-elected.*

The report of the Executive Committee was adopted.

## REPORT OF THE AUDITING COMMITTEE

Your Auditing Committee has examined carefully the audit of the accounts of the Secretary-Treasurer of the Association for the year, November 16, 1941, to November 16, 1942, prepared by George E. Dombhart, C. P. A. of Charlotte, North Carolina, and it is our opinion, based on this audit, that the financial records of the Association have been properly kept and are in excellent condition.

Respectfully submitted,

CLYDE A. MILNER

J. R. ROBINSON

L. H. HUBBARD, *Chairman.*

The report was received by the Association. (See also official audit of the funds of the Association, pages 105-124, this issue of the QUARTERLY, submitted by the Secretary-Treasurer as his report for the year.)

## REPORT OF THE COMMITTEE ON RESOLUTIONS

The Southern Association of Colleges and Secondary Schools, assembled in its forty-seventh annual meeting, expresses by means of these resolutions its appreciation to all who have contributed to the success of the meeting. It also expresses its concern for and its wishes regarding matters of general concern to the Association and its members at this time.

## I

The Association expresses by this resolution its sincere thanks and appreciation

1. To the officers of the Association for their services during the year, for preparing helpful programs, and for the facilitation of the business of the Association.

2. To numerous speakers and visitors who have contributed their time and their talents to make possible a helpful and stimulating program. We make special mention of members of the armed forces of our Government who have entered into our deliberations with evidences of sincere interest.

3. To the local committee on reception and entertainment who have provided for our comfort. We especially appreciate the contributions to our program by various musicians and their organizations.

4. To the management and personnel of the Peabody Hotel for their courteous treatment in providing for our comfort and in facilitating our work through the provision of rooms for offices, committees, and general meetings.

## II

The forty-seventh annual meeting of this Association has been held at a time and under such conditions as are conducive to confusion, uncertainty, and anxiety with respect to every aspect of human life. We approach the end of the first year of the war. We have made adjustments from time to time in our habits of living, in our estimates of values, in the manner in which our institutions endeavor to carry forward their work.

The dislocations that necessarily grow out of the war are of peculiar significance to education and educational institutions. New tempos, new emphases in the educational process are required. Trained and consecrated leadership must be transferred to the immediate tasks of war. Makeshifts must be accepted which are recognized as involving losses that must be borne by our children. Values which cannot be reckoned except in terms of the long-time experiences of the race must go into temporary eclipse in order that immediate and urgent needs may be served.

In the midst of the anxiety and the confusion, however, our resolute purpose and our abiding faith are expressed as follows.

1. We re-affirm our determination to make the maximum contribution of which we are capable to the war effort.

2. We call the attention of our federal government to our recognition of the many values that lie in the scientific fields and to their essential nature both for the prosecution of the war and for needs of the world after the war. We express again our desire to promote those values. However, there are many other values, some of them more or less intangible, which are also highly essential to the war effort. These must not be overlooked. We renew our determination to keep alive and effective those liberalizing values which are the final determinants of human affairs.

3. We recognize the necessity of making many adjustments in Education, not only with respect to the emergencies brought about by the war, but also because of a changed outlook upon conditions which prevail in the world. The new relationships that result from the phenomenal development of air transportation require the introduction of many new facts and new relationships that must be reflected in the curriculum at all levels. The proximity of nations requires treatment of international relations on different bases than those to which we are accustomed. The liberalizing aspects of education must themselves be

come liberalized. These changes must become effective now, not merely for the purposes of the war, but for the security of nations after the war. To the accomplishment of these adjustments we dedicate our best efforts.

Respectfully submitted,

O. C. CARMICHAEL

C. B. HODGES

DOAK S. CAMPBELL, *Chairman.*

The report of the Committee on Resolutions was adopted by the Association.

### SUMMER SCHOOL STANDARD

A motion was passed by the Association that the Standard on Summer Schools which was tabled at the 1941 meeting be tabled for another year.

The new president, Dr. Humphrey, was escorted to the chair by Mr. Spencer McCallie and Mr. H. B. Heidelberg.

The meeting was adjourned.

SHELTON PHELPS, *Secretary*

### RESOLUTION AS TO THE SOUTHERN STATES WORK CONFERENCE ON ADMINISTRATIVE PROBLEMS

The Executive Committee of the Southern Association of Colleges and Secondary Schools, in session on December 1, 1942, at the Peabody Hotel, Memphis, Tennessee, after listening with much interest to the exposition of the objectives, procedures and recent achievements of the Southern States Work Conference on Administrative Problems, as orally presented by its official representatives, has the conviction, based on said presentation, that there is a wide and useful field of potentialities for further study and useful activity in which the said conference may function, without trespassing on the rights and privileges of the Southern Association of Colleges and Secondary Schools and without prejudice to or by the Association. The sympathetic interest and best wishes of the Executive Committee are hereby extended to the said conference for further success and achievement, calculated to promote educational improvement and solution of many of the administrative problems prevalent within this area of their chosen activity.



(NOTE. The Secretary-Treasurer of the Association transmitted as his Treasurer's report to the Executive Committee and the Association the official audit as follows.—Ed.)

## REPORT OF SECRETARY-TREASURER FOR THE YEAR 1942

GEORGE E. DOMBHART, C.P.A.

COMMERCIAL BANK BUILDING

Charlotte, N. C.

*November 23, 1942*

Mr. M. E. Ligon, *President*,  
Southern Association of Colleges and Secondary Schools,  
Forty-seventh Annual Meeting,  
Memphis, Tennessee.

Dear Sir:

We have made an audit and examination of the books and records of Dr. Shelton Phelps, Secretary-Treasurer of the Southern Association of Colleges and Secondary Schools, for the period from November 16, 1941 to November 16, 1942. During the course of our audit we examined and tested accounting records and supporting evidence, and we obtained information and explanations from the Secretary-Treasurer.

We examined in detail the cash transactions of the Association, and we confirmed by obtaining certificates from depositories, the cash balances available at November 16, 1942. We inspected investment securities. From the records of the Association we obtained the amounts of dues and accounts receivable, but we did not endeavor to verify them by correspondence with the debtors. We have carefully reviewed the manner in which accounting methods were employed during the period.

In our opinion, based upon such examination, the accompanying balance sheet and related statements of operations and surplus fairly present, in accordance with accepted principles of accounting consistently maintained by the Secretary-Treasurer during the period, the financial position of the Association at November 16, 1942, and the results of its operations for the period ended that date.

It affords us pleasure to commend the Secretary-Treasurer upon the accuracy and neatness with which he maintained his records during the period.

Respectfully submitted,  
GEORGE E. DOMBHART, C. P. A.

By J. P. McCoy  
*Certified Public Accountant.*

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
BALANCE SHEET, NOVEMBER 16, 1942

## EXHIBIT A

## ASSETS

## (Schedule 1)

<b>CASH</b>			
In Banks:			
General Fund Account:			
Peoples Bank and Trust Company, Rock Hill, S. C.	\$	3,119.88	
Committee on Approval of Negro Schools Account:			
American Trust Company, Charlotte, N. C.		947.28	
Special Fund Accounts:			
Commercial National Bank, Charlotte, N. C.		1.76	
First National Bank, Atlanta, Ga.		4,063.28	
Citizens and Southern National Bank of South Carolina, Columbia, S. C.		2,440.19	
Rock Hill National Bank, Rock Hill, S. C.		1,205.10	\$ 11,777.49
<hr/>			
Dues Receivable	(Schedule 2)		667.50
Accounts Receivable	(Schedule 3)		250.00
Investments	(Schedule 4)		
United States Treasury Bonds—Market Value		\$ 8,697.00	
Less—Reserve for Market Fluctuations		697.00	8,000.00
<hr/>			
Deferred Charge—Deposit With American Airlines			425.00
Total Assets			<u>\$ 21,119.99</u>
<hr/>			
<b>LIABILITIES</b>			
Prepaid 1942-1943 Dues			<u>\$ 50.00</u>
Total Liabilities			<u>\$ 50.00</u>
<hr/>			
<b>SURPLUS</b>			
Unencumbered Surplus (Exhibit B)	Available Cash	Available Resources	Total
General Fund	\$ 3,119.88	\$ 867.50	\$ 3,987.38
Committee on Approval of Negro Schools Fund	947.28		947.28
General Education Board Fund:			
Commission on Curricular Problems and Research	3,642.50	425.00	4,067.50
Executive Committee—Deans of Southern Graduate Schools	4,063.28		4,063.28
Commission on Curricular Problems and Research—Special Commission			
Budget Fund	4.55		4.55
Permanent Investment Fund		8,000.00	8,000.00
<hr/>			
Total Surplus	<u>\$ 11,777.49</u>	<u>\$ 9,292.50</u>	<u>\$ 21,069.99</u>
Total Liabilities and Surplus			<u>\$ 21,119.99</u>

## THE SOUTHERN ASSOCIATION QUARTELTRY

FUND OPERATIONS  
 NOVEMBER 16, 1941 TO NOVEMBER 16, 1942  
 EXHIBIT B

General Fund			
Revenue for Period	(Schedule 5)	\$ 31,372.63	
Expense for Period	(Schedule 6)	27,385.25	
Net Surplus from Operations			\$ 3,987.38
Committee on Approval of Negro Schools Fund			
Revenue for Period	(Schedule 5)	\$ 4,539.98	
Expense for Period	(Schedule 6)	3,592.70	
Net Surplus from Operations			947.28
General Education Board Fund			
Revenue for Period	(Schedule 5)	\$ 43,322.67	
Expense for Period	(Schedule 6)	35,136.85	
Net Surplus from Operations		\$ 8,185.82	
Less—Refund of Grant-in-Aid Budget			
Balance		55.04	8,130.78

## ALLOCATION

Budget for 1940-1941 ( <i>Deficit</i> )	\$	190.16
Budget for Southern Work Conference:		
1941 Work Conference		
( <i>Deficit</i> )	\$	1,679.07
Evaluation of High		
School Graduates	3,581.79	
Coordinating Secretary		
( <i>Deficit</i> )	504.71	1,398.01
Budget for Southern Work		
Conference—1942	469.87	
Budget for Continuance and Ex-		
tension of Southern Association		
Study through Summer Con-		
ferences ( <i>Deficit</i> )	1,409.63	
Budget for Continuance of Study in		
33 Secondary Schools 1942-1943	1,625.86	
Budget for Coöperative Work in		
Higher Education ( <i>Deficit</i> )	637.60	
Budget for Work Conference 1-4		
( <i>Deficit</i> )	38.85	
Budget for Provision of Scholarships	2,850.00	
Budget for Conference of Graduate		
Deans	4,063.28	
	\$	8,130.78

Commission on Curricular Problems and Research—  
 Special Commission Budget Fund

Revenue for Period	(Schedule 5)	\$ 2,500.00
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Expense for Period	(Schedule 6)	\$ 2,495.45	
Net Surplus from Operations			4.55
Progressive Education Association Fund			
Revenue for Period	(Schedule 5)	\$ 579.87	
Expense for Period	(Schedule 6)	579.87	
Net Surplus from Operations		None	
Permanent Investment Fund—Surplus from Prior Year			8,000.00
Total Surplus As Shown By Exhibit A		\$ 21,069.99	

TREASURER'S CASH ACCOUNT  
NOVEMBER 16, 1941 TO NOVEMBER 16, 1942

EXHIBIT C

RECEIPTS

General Fund			
Budget Receipts:			
Annual Dues	\$ 24,423.75		
Special Studies	300.00		
Sale of Proceedings	9.75		
Sale of Library Check Lists	13.50		
Interest on Investments	246.25	\$ 24,993.25	
Other Receipts:			
Dues Receivable for 1940-1941	\$ 515.00		
Accounts Receivable for 1940-1941	902.75		
Refunds	28.46		
Refund from Account of Deans of Southern Graduate Schools	274.88		
Prepaid Dues	50.00	1,771.09	
Total Receipts—General Fund		\$ 26,764.34	
Committee on Approval of Negro Schools Fund			
Budget Receipts:			
Southern Association of Colleges and Secondary Schools—General Fund	\$ 500.00		
Other Receipts:			
Refunds	262.69		
Total Receipts—Committee on Approval of Negro Schools Fund		762.69	
General Education Board Fund			
Budget Receipts:			
Grants to Commission on Curricular Problems and Research by General Education Board	\$ 22,750.00		
Grants to Executive Committee of Deans of Southern Graduate Schools by General Education Board	6,250.00		



Grant from Commission Budget of Southern Association of Colleges and Secondary Schools	\$ 600.00	
Registration Fees—Southern Work Conference	2,625.00	
Sale of Reports—Southern Work Conference	350.35	\$ 32,575.35
<hr/>		
Other Receipts		
Refunds	\$ 241.95	
Transfers Between Bank Accounts (Contra)	6,595.33	6,837.28
<hr/>		
Total Receipts—General Education Board Fund		\$ 39,412.63
Commission on Curricular Problems and Research— Special Commission Budget Fund		
Budget Receipts:		
Grant from Southern Association General Fund	\$ 2,500.00	
Less—Payment Remitted Directly to General Education Board Fund for Work Conference Committee (Contra)	600.00	
<hr/>		
Total Receipts—Commission Budget Fund		\$ 1,900.00
Progressive Education Association Fund		
Budget Receipts	None	
<hr/>		
Total Receipts—Progressive Education Association Fund		None
<hr/>		
Total Receipts—All Funds		\$ 68,839.66
Treasurer's Cash Balances at November 16, 1941 (Per Prior Audit)		
General Fund	\$ 4,734.13	
Committee on Approval of Negro Schools Fund	4,039.98	
General Education Board Fund	10,320.32	
Commission on Curricular Problems and Research— Special Commission Budget Fund ( <i>Overdraft</i> )	467.96	
Progressive Education Association Fund	579.87	19,206.34
<hr/>		
Total		\$ 88,046.00

## DISBURSEMENTS

General Fund		
Budget Expenditures (Schedule 6)	\$ 27,385.25	
Add: Revenue Applied to Reduce Cost of Special Studies	550.00	
Refunds Applied to Reduce Expense	28.46	\$ 27,963.71
<hr/>		
Other Expenditures		
Returned Check	\$ 65.00	

Refunds of Dues	\$	75.00	
Advance to Account of Deans of Southern Graduate Schools		274.88	\$ 414.88
Total Disbursements—General Fund			\$ 28,378.59
Committee on Approval of Negro Schools Fund			
Budget Expenditures (Schedule 6)	\$	3,592.70	
Add: Refunds Applied to Reduce Expense		262.69	3,855.39
Total Disbursements—Committee on Approval of Negro Schools Fund			3,855.39
General Education Board Fund			
Budget Expenditures (Schedule 6)	\$	35,136.85	
Add: Refunds Applied to Reduce Expense		239.95	\$ 35,376.80
Other Expenditures:			
Transfers Between Bank Accounts (Contra)	\$	6,595.33	
Refund to General Education Board		55.04	6,650.37
Total Disbursements—General Education Board Fund			42,027.17
Commission on Curricular Problems and Research— Special Commission Budget Fund			
Budget Expenditures (Schedule 6)			\$ 2,495.45
Less—Payment Remitted Directly to General Education Board Fund for Work Conference Committee (Contra)	\$	600.00	
Deficit Funded at November 16, 1941		467.96	1,067.96
Total Disbursements—Commission Budget Fund			1,427.49
Progressive Education Association Fund			
Budget Expenditures (Schedule 6)	\$	579.87	
Total Disbursements—Progressive Education Association Fund			579.87
Total Disbursements—All Funds			\$ 76,268.51
Treasurer's Cash Balances at November 16, 1942 (Exhibit A)			
General Fund	\$	3,119.88	
Committee on Approval of Negro Schools Fund		947.28	
General Education Board Fund		7,705.78	

Commission on Curricular Problems and Research—  
 Special Commission Budget Fund  
 Progressive Education Association Fund

\$ 4.55  
 None \$ 11,777.49

Total

\$ 88,046.00

# RECONCILIATION OF CASH

NOVEMBER 16, 1942

## SCHEDULE 1

Cash in Banks

Peoples Bank and Trust Co., Rock Hill, S. C.

General Account:

Balance per Bank Statement

\$ 4,210.41

Add: Deposits in Transit: 11-16-42 \$ 931.00  
 11-16-42 65.00

996.00 \$ 5,206.41

Deduct: Outstanding Checks:

Number	Amount	Number	Amount
1,220	\$ 6.43	1,268	\$ 2.79
1,240	40.00	1,269	9.28
1,252	125.00	1,270	81.55
1,253	1.90	1,271	96.90
1,254	40.00	1,272	68.90
1,258	3.30	1,273	9.00
1,260	40.00	1,274	1.50
1,262	25.00	1,275	25.00
1,263	25.00	1,276	416.66
1,264	3.10	1,277	116.66
1,265	300.00	1,278	40.00
1,266	23.50	1,261	85.06
1,267	500.00		

2,086.53

\$ 3,119.88

Commercial National Bank, Charlotte, N. C.:

Special Account:

Balance per Bank Statement

\$ 1.76

Less: Outstanding Checks

None 1.76

First National Bank, Atlanta, Georgia

Balance Per Bank Statement \$ 4,027.57

Add: Deposit in Transit 50.75 \$ 4,078.32

Less: Outstanding Checks:

Number Amount

116 \$ 15.04

15.04 4,063.28

## American Trust Company, Charlotte, N. C.:

## Committee on Approval Negro Schools Fund:

Balance Per Bank Statement	\$	447.28		
Add: Deposit in Transit		500.00	\$	947.28

The Citizens and Southern National Bank of  
South Carolina, Columbia, S. C.:

## Special Account:

Balance Per Bank Statement	\$	3,077.86		
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## Less: Outstanding Checks:

Number	Amount	Number	Amount		
385	\$ 27.90	389	\$ 50.00		
386	26.80	390	375.00		
387	22.90	391	110.00		
388	3.35	392	21.72	637.67	2,440.19

## Rock Hill National Bank, Rock Hill, S. C.

Balance Per Bank Statement	\$	1,309.90		
Add: Deposit in Transit		.20		

\$ 1,310.10

## Less: Outstanding Checks

Number	Amount		
454	\$ 75.00		
455	30.00	105.00	1,205.10

## Cash Balance As Shown By Exhibit A

\$ 11,777.49

## DUES RECEIVABLE

NOVEMBER 16, 1942

## SCHEDULE 2

## Universities and Senior Colleges

Georgia Teachers College, Collegeboro, Ga.	\$	48.75		
University of Kentucky, Lexington, Ky.		65.00		
Sam Houston State Teachers College, Huntsville, Texas		65.00		
Wofford College, Spartanburg, S. C.		65.00		
Brenau College, Gainesville, Ga.		48.75		
Judson College, Marion, Ala.		65.00		
Stephen F. Austin State Teachers College, Nacogdoches, Texas		65.00	\$	422.50

## Four-Year Non-Member Colleges

La Grange College, La Grange, Ga.	\$	65.00		65.00
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## Junior Colleges

## Sunflower County Junior College, Moorhead, Miss.

1940-1941	\$	40.00		
1941-1942		40.00		



## THE SOUTHERN ASSOCIATION QUARTERLY

Northeast Junior College, Monroe, La.	\$	40.00	
Pearl River College, Poplarville, Miss.		40.00	\$ 160.00
<hr/>			
Secondary Schools			
Commission on Secondary Schools	\$	20.00	20.00
<hr/>			
Total Dues Receivable as Shown by Exhibit A			\$ 667.50
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## ACCOUNTS RECEIVABLE

NOVEMBER 16, 1942

## SCHEDULE 4

For Inspections			
Western Carolina Teachers College, Cullowhee, N. C.	\$	50.00	
Appalachian State Teachers College, Boone, N. C.		50.00	
Pfeiffer Junior College, Misenheimer, N. C.		50.00	
Palm Beach Junior College, West Palm Beach, Fla.		50.00	
Meridian Junior College, Meridian, Miss.		50.00	\$ 250.00
<hr/>			
Total Accounts Receivable as Shown by Exhibit A			\$ 250.00
<hr/>			

## INVESTMENTS

NOVEMBER 16, 1942

## SCHEDULE 4

	Bond Number	First Coupon Attached	Amount
3% U. S. Treasury Bonds of 1951-55			
Issued 9-15-31	85518J	3-15-43	\$ 1,000.00
Redeemable after 9-15-51	85519K	3-15-43	1,000.00
	85522B	3-15-43	1,000.00
3½% U. S. Treasury Bonds of 1946-49			
Issued 6-15-31	20099K	12-15-41	5,000.00
Redeemable after 6-15-46			
<hr/>			
Total Investments as Shown by Exhibit A			\$ 8,000.00
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## COMPARISON OF BUDGET REQUIREMENTS WITH ACTUAL REVENUE

NOVEMBER 16, 1941 TO NOVEMBER 16, 1942

## SCHEDULE 5

	Budget Require- ments for Year	Actual Revenue for Period	Over or Under* Realized
GENERAL FUND			
Annual Dues			
Universities and Senior Colleges	144 \$	\$ 9,246.25	\$
Junior Colleges	59	2,310.00	
Four-Year Non-Member Colleges	18	1,170.00	

## SCHEDULE 5—Continued

	Budget Require- ments for Year	Actual Revenue for Period	Over or Under* Realized
Secondary Schools	1,213	\$ 12,130.00	
State Departments of Education		150.00	
	<u>\$ 24,740.00</u>	<u>\$ 25,006.25</u>	<u>\$ 266.25</u>
Special Studies			
Inspection Fees—College Applicants	\$	\$ 250.00	\$
College Surveys		300.00	
	<u>\$</u>	<u>\$ 550.00</u>	<u>\$</u>
Revenue Applied to Reduce Cost of Special Studies (Schedule 6)		550.00	
	<u>\$</u>	<u>\$</u>	<u>\$</u>
Other Income			
Sale of Proceedings	\$	\$ 753.09	\$ 753.09
Sale of Library Check Lists		13.50	13.50
Interest on Investments	200.00	246.25	46.25
Appropriated from Invested Funds	2,000.00		2,000.00*
Appropriation from Surplus	4,734.13	5,671.88	937.75
Appropriation from Surplus—Special for 1940-1941 Expenses of Commis- sions on Institutions of Higher Edu- cation	425.00	425.00	
	<u>\$ 7,359.13</u>	<u>\$ 7,109.72</u>	<u>\$ 249.41*</u>
Revenue Applied to Reduce Cost of Publication of THE SOUTHERN ASSO- CIATION QUARTERLY (Schedule 6)		743.34	743.34
	<u>\$ 7,359.13</u>	<u>\$ 6,366.38</u>	<u>\$ 992.75*</u>
Totals—General Fund	<u>\$ 32,099.13</u>	<u>\$ 32,372.63</u>	<u>\$ 726.50*</u>
COMMITTEE ON APPROVAL OF NEGRO SCHOOLS FUND			
Southern Association of Colleges and Secondary Schools—General Fund	\$ 500.00	\$ 500.00	\$
Association of Colleges and Secondary Schools for Negroes	1,500.00		1,500.00*
Appropriation from Surplus	3,635.57	4,039.98	404.41
Totals—Committee on Ap- proval of Negro Schools Fund	<u>\$ 5,635.57</u>	<u>\$ 4,539.98</u>	<u>\$ 1,095.59*</u>

SCHEDULE 5—*Continued*

	Budget Require- ments for Year	Actual Revenue for Period	Over or Under* Realized
GENERAL EDUCATION BOARD FUND			
Commission on Curricular Problems and Research			
Budget for Fiscal Year 1940-1941— Refund	\$	\$ 2.00	\$ 2.00
Budget for the Continuance and Extension of the Southern Association Study in Colleges and Secondary Schools through Summer Conferences	\$ 48,350.00	\$ 45,500.00	\$ 2,850.00*
Less—Revenue Received During Prior Period	34,750.00	34,750.00	
	\$ 13,600.00	\$ 10,750.00	\$ 2,850.00*
Budget for Work Conference on Higher Education and For Evaluation of High School Graduates—Year 1940-1941:			
General Education Board	\$	\$ 11,000.00	\$
Southern Association Commission Budget		600.00	
Sale of Reports		350.35	
	\$ 12,500.00	\$ 11,950.35	\$ 549.65*
Less—Revenue Received During Prior Period	11,000.00	11,000.00	
	\$ 1,500.00	\$ 950.35	\$ 549.65*
Budget for Work Conference on Higher Education and For Evaluation of High School Graduates—Year 1941-1942:			
General Education Board	\$	\$ 6,000.00	\$
Registration Fees		2,625.00	
	\$ 9,125.00	\$ 8,625.00	\$ 500.00*
Budget for Fiscal Year 1942-43 (Continuance of Study in 33 Secondary Schools, and Extension of Work to Other Schools and Colleges)	\$ 13,069.09	\$ 6,000.00	\$ 7,069.09*

SCHEDULE 5—*Continued*

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
Budget for Coöperative Work in Higher Education by Committee on Work Conference	\$ 2,750.00	\$	\$ 2,750.00*
Appropriation from Surplus	\$ 8,032.44	\$ 10,745.32	\$ 2,712.88
Totals—Commission on Curricular Problems and Research	\$ 48,076.53	\$ 37,072.67	\$ 11,003.86*
EXECUTIVE COMMITTEE—DEANS OF SOUTHERN GRADUATE SCHOOLS			
Budget for Conference of Deans of Southern Graduate Schools	\$ 12,500.00	\$ 6,250.00	\$ 6,250.00*
Totals—Executive Committee—Deans of Southern Graduate Schools	\$ 12,500.00	\$ 6,250.00	\$ 6,250.00*
Totals—General Education Board Fund	\$ 60,576.53	\$ 43,322.67	\$ 17,253.86*
COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH—COMMISSION BUDGET			
Southern Association of Colleges and Secondary Schools—General Fund Appropriation	\$ 2,500.00	\$ 2,500.00	\$
Totals—Commission on Curricular Problems and Research—Commission Budget	\$ 2,500.00	\$ 2,500.00	\$
PROGRESSIVE EDUCATION ASSOCIATION FUND			
Appropriation of Surplus	\$ 579.87	\$ 579.87	\$
Totals—Progressive Education Association Fund	\$ 579.87	\$ 579.87	\$
Totals—All Funds	\$ 101,391.10	\$ 82,315.15	\$ 19,075.95*

COMPARISON OF BUDGET APPROPRIATIONS WITH ACTUAL  
EXPENDITURES

NOVEMBER 16, 1941 TO NOVEMBER 16, 1942

## SCHEDULE 6

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or under Expended
<b>GENERAL FUND</b>			
Commission on Institutions of Higher Education			
Meeting of Committee on Reports	\$ 400.00	\$	\$ 400.00
Committee on Junior Colleges	300.00	42.24	257.76
Salary—Executive Secretary	5,000.00	5,000.00	
Salary—Secretarial Assistant	1,400.00	1,400.00	
Extra Secretarial Expense	100.00	25.00	75.00
Report Forms and Other Printing	250.00	185.90	64.10
Supplies	300.00	309.99	9.99*
Office Rent	600.00	578.03	21.97
Contingent Fund	400.00	425.42	25.42*
Travel	800.00	766.64	33.36
Special Studies (Expense \$674.19, Income \$550.00)		124.19	124.19*
Special Appropriation—1940-1941 Expenditures	425.00	425.00	
Totals—Commission on Institutions of Higher Education	\$ 9,975.00	\$ 9,282.41	\$ 692.59
Commission on Secondary Schools			
Printing Annual Report Blank	\$ 100.00	\$ 57.10	\$ 42.90
Stamps	50.00	35.00	15.00
Express	40.00	15.71	24.29
Certification of Schools	75.00	72.71	2.29
Secretarial Hire	300.00	163.50	136.50
Stationery for Secretary	40.00	20.80	19.20
Telegrams, Telephone, Etc.	25.00	1.90	23.10
Convention Expenses—Louisville, Ky.	500.00	295.09	204.91
Travel for Making Program	50.00	37.38	12.62
Standing Committee on Standards	75.00	35.00	40.00
Inspection of Secondary Schools	7,200.00	7,200.00	
Library Committee	300.00	181.68	118.32
Committee to Study High School and College Guidance and College Freshman Achievement	800.00	628.92	171.08
Committee on Evaluation	100.00	25.00	75.00
National Committee on Coordination in Secondary Education	500.00	50.00	450.00
Contingent Fund	50.00	36.00	14.00
Totals—Commission on Secondary Schools	\$ 10,205.00	\$ 8,855.79	\$ 1,349.21



## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
Commission on Curricular Problems and Research—Special Fund Appropriation	\$ 2,500.00	\$ 2,500.00	\$
Publication of THE SOUTHERN ASSOCIATION QUARTERLY (Not Including November Issue)			
Total Publishing Costs	\$	\$ 4,171.63	\$
Less—Sales of Proceedings (Schedule 5)		743.34	
Totals—Publication of THE SOUTHERN ASSOCIATION QUARTERLY	\$ 4,500.00	\$ 3,428.29	\$ 1,071.71
Honorarium—Editor of THE SOUTHERN ASSOCIATION QUARTERLY	\$ 500.00	\$ 500.00	\$
Committee on Approval of Negro Schools	\$ 500.00	\$ 500.00	\$
Office of Secretary-Treasurer			
Salary of Secretary-Treasurer	\$	\$ 300.00	\$
Clerical Assistant		300.00	
Travel of Secretary-Treasurer		37.85	
Professional Services		125.00	
Office Supplies and Expenses		95.98	
Bond Premium		25.00	
Totals—Office of Secretary- Treasurer	\$ 950.00	\$ 883.83	\$ 66.17
Fraternal Delegates	\$ 350.00	\$ 354.20	\$ 4.20*
Dues—American Council on Education	\$ 100.00	\$ 100.00	\$
Office of President	\$ 200.00	\$ 132.87	\$ 67.13
Expenses of Association Meetings			
Louisville Meeting—December, 1941	\$	\$ 392.02	\$
Memphis Meeting—December, 1942		155.84	
Totals—Expenses of Associa- tion Meetings	\$ 700.00	\$ 547.86	\$ 152.14
Teacher-Education Committee	\$ 300.00	\$ 300.00	\$
Contingent Fund	\$ 1,319.13	\$	\$ 1,319.13
Totals—General Fund	\$ 32,099.13	\$ 27,385.25	\$ 4,713.88

## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or under Expended
COMMITTEE ON APPROVAL OF NEGRO SCHOOLS FUND			
Office Operation and Clerical Help	\$ 900.00	\$ 183.23	\$ 716.77
Travel Expense of Committee	600.00	154.34	445.66
Salary of Field Agent	2,000.00	2,333.31	333.31*
Travel of Field Agent	800.00	921.82	121.82*
Inspections of Colleges and Secondary Schools	500.00		500.00
Excess of Estimated Budget Revenue Over Budget Appropriations	835.57		835.57
Totals—Committee on Ap- proval of Negro Schools Fund	<u>\$ 5,635.57</u>	<u>\$ 3,592.70</u>	<u>\$ 2,042.87</u>
GENERAL EDUCATION BOARD FUND			
Commission on Curricular Problems and Research			
Budget for Fiscal Year 1942-1943:			
I. Direction and Supervision:			
1. Services of Director	\$ 5,100.00	\$ 1,650.00	\$ 3,450.00
2. Services of Staff Members in Selected Schools	2,000.00	875.00	1,125.00
3. Services and Travel of New Staff Members from Colleges Co- operating with Schools in the Study	1,000.00		1,000.00
4. Travel for Director and Staff	2,100.00	689.57	1,410.43
5. Travel for Members of the Ex- ecutive Committee for work in Schools	500.00	22.90	477.10
II. Conferences with Aid of Consult- ants	500.00	585.51	85.51*
III. Administration:			
1. Office Rent	240.00		240.00
2. Secretarial Help and Supplies	1,260.00	431.64	828.36
IV. Contingent Fund	369.09	119.52	249.57
Totals—1942-1943 Budget	<u>\$ 13,069.09</u>	<u>\$ 4,374.14</u>	<u>\$ 8,694.95</u>
Budget for the Continuance and Extension of the Southern Association Study in Colleges and Secondary Schools through Summer Conferences:			
Item 1. Staff Services in the Participating Secondary Schools:			

## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
I. Direction and Supervision:			
1. Services of Director and Staff	\$ 11,000.00	\$ 9,218.00	\$ 1,782.00
2. Travel for Director and Staff	4,750.00	4,810.01	60.01 *
II. Conferences with Aid of Consultants	300.00	523.79	223.79 *
III. Administration:			
1. Office Rent	240.00	338.55	98.55 *
2. Secretarial Help and Supplies	1,210.00	1,495.30	285.30 *
IV. Contingent	500.00	190.93	309.07
	<hr/> \$ 18,000.00	<hr/> \$ 16,576.58	<hr/> \$ 1,423.42

## Item 2. Southern Association Study:

## I. 1941 Summer Conferences:

1. Salaries of Administrative and Instructional Staffs	\$ 3,500.00	\$ 3,533.33	\$ 33.33 *
2. Secretarial Help	200.00	390.00	190.00 *
3. Office Supplies	200.00	211.70	11.70 *
4. Supplies for Materials Bureau	100.00	39.38	60.62
5. Expenses of Principals and Teachers	2,080.00	1,811.59	268.41
II. Grants to Coöperating Institutions:			
1. Salary of Director		425.00	425.00 *
2. University of Alabama	2,000.00	2,000.00	
3. Florida State College for Women	700.00	600.00	100.00
4. University of Florida	700.00	700.00	
5. Georgia State College for Women	1,200.00	1,200.00	
6. University of Kentucky	1,500.00	1,542.11	42.11 *
7. University of North Carolina	800.00	742.65	57.35
8. North Texas State Teachers College	2,000.00	2,000.89	.89 *
9. University of South Carolina	800.00	800.00	
10. University of Tennessee	2,000.00	2,000.00	
11. University of Texas	700.00	579.32	102.68
12. College of William and Mary	1,200.00	1,200.00	
13. Louisiana State University, Mississippi State College, and University of Virginia	750.00	425.00	325.00
III. Leadership Training Conference:			
1. Meetings of Representatives	1,200.00	1,996.10	796.10 *
2. Work in Participating Secondary Schools	900.00	450.00	450.00
3. Institutional and Inter-Institutional Planning Meetings	700.00	171.75	528.25

## THE SOUTHERN ASSOCIATION QUARTERLY

## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or under Expended
<b>IV. Local Studies in Participating Schools:</b>			
1. Staff Services	\$ 400.00	\$ 150.00	\$ 250.00
2. Travel	200.00	253.80	53.80*
<b>V. Pre-Session Conferences:</b>			
1. Staff Services	1,400.00	2,017.00	617.00*
2. Travel	600.00	647.87	47.87*
<b>VI. Contingent Fund</b>	<b>2,020.00</b>	<b>2,138.68</b>	<b>118.68*</b>
	<u>\$ 27,850.00</u>	<u>\$ 28,044.17</u>	<u>\$ 194.17*</u>
<b>Item 3. Staff Assistance to the Southern Association Study for Negroes:</b>			
<b>I. Direction and Supervision:</b>			
1. Staff Services	\$ 1,500.00	\$ 1,567.00	\$ 67.00*
2. Travel	700.00	721.88	21.88*
<b>II. Contingent Fund</b>	<b>300.00</b>		<b>300.00</b>
	<u>\$ 2,500.00</u>	<u>\$ 2,288.88</u>	<u>\$ 211.12</u>
<b>Totals</b>	<b>\$ 48,350.00</b>	<b>\$ 46,909.63</b>	<b>\$ 1,440.37</b>
<b>Less—Expenditures During Prior Period</b>	<b>29,124.54</b>	<b>29,124.54</b>	
<b>Net Totals—Southern Study Budget</b>	<u><b>\$ 19,225.46</b></u>	<u><b>\$ 17,785.09</b></u>	<u><b>\$ 1,440.37</b></u>
<b>Budget for Southern Work Conference on Higher Education During Summer of 1941:</b>			
Expenses of Fifty Participants	\$ 3,375.00	\$ 3,538.45	\$ 163.45*
Staff of Consultants	1,500.00	374.91	1,125.09
<b>Administration:</b>			
Director and Associates	1,000.00	1,000.00	
Secretarial Staff	250.00	361.95	111.95*
Travel for Directors and Consultants	500.00	2,223.30	1,723.30*
Contingent Fund	375.00	1,180.46	805.46*
<b>Totals</b>	<b>\$ 7,000.00</b>	<b>\$ 8,679.07</b>	<b>\$ 1,679.07*</b>
<b>Less—Expenditures During Prior Period</b>	<b>8,008.92</b>	<b>8,008.92</b>	
<b>Net Totals—1941 Work Conference Budget</b>	<u><b>\$ 1,008.92*</b></u>	<u><b>\$ 670.15</b></u>	<u><b>\$ 1,679.07*</b></u>

## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
Budget for Evaluation of High School Graduates During Session 1941-1942:			
Travel of Committee on Evaluation	\$ 2,500.00	\$ 258.21	\$ 2,241.79
Clerical Help	750.00	160.00	590.00
Office Supplies	400.00		400.00
Contingent Fund	350.00		350.00
Totals	\$ 4,000.00	\$ 418.21	\$ 3,581.79
Less—Expenditures During Prior Period	133.15	133.15	
Net Totals—Evaluation Budget	\$ 3,866.85	\$ 285.06	\$ 3,581.79
Budget for the Coördinating Secretary of the Work Conference Committee for the Session 1941-1942:			
One Graduate Fellowship	\$ 400.00	\$ 400.00	\$
Secretarial Assistance	200.00	231.25	31.25*
Office Expenses	150.00	174.76	24.76*
Travel and Contingent for Co- ordinating Secretary	250.00	149.05	100.95
Stipend for Coördination Secretary	500.00	500.00	
Totals	\$ 1,500.00	\$ 1,455.06	\$ 44.94
Less—Expenditures During Prior Period	450.95	450.95	
Net Totals—Budget for Co- ordinating Secretary	\$ 1,049.05	\$ 1,004.11	\$ 44.94
Budget for Southern Work Conference on Higher Education During Summer of 1942:			
Travel for Participants	\$ 3,125.00	\$ 3,130.84	\$ 5.84*
Board for Participants	2,500.00	2,205.00	295.00
Honoraria for Consultants	1,000.00	375.00	625.00
Travel for Consultants		464.30	464.30*
Honorarium for Director	1,500.00		1,500.00
Honorarium for Executive Secretary		500.00	500.00*
Clerical Assistance		461.43	461.43*
Travel for Administration and Other Officials		118.80	118.80*



## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or under Expended
Pre-Conference and Post-Conference Committees	\$ 500.00	\$ 628.30	\$ 128.30*
Supplies and Carriage	300.00	201.46	98.54
Contingent Fund	200.00	70.00	130.00
Totals—1942 Work Conference Budget	<u>\$ 9,125.00</u>	<u>\$ 8,155.13</u>	<u>\$ 969.87</u>
Budget for Coöperative Work in Higher Education by Committee Work Conference:			
Assistance to Executive Secretary—			
Academic and Secretarial	\$ 1,000.00	\$ 440.50	\$ 559.50
Stipend for Executive Secretary	750.00	150.00	600.00
Office Expenses, Postage, Telephone Etc.	250.00	47.10	202.90
Assistance to Coöperating Institutions	500.00		500.00
Travel and Contingent for Executive Secretary	250.00		250.00
Totals—Coöperative Work in Higher Education Budget	<u>\$ 2,750.00</u>	<u>\$ 637.60</u>	<u>\$ 2,112.40</u>
Budget for Work Conference: I-4	<u>\$</u>	<u>\$ 38.85</u>	<u>\$ 38.85*</u>
Totals—Commission on Curricular Problems and Research	<u>\$ 48,076.53</u>	<u>\$ 32,950.13</u>	<u>\$ 15,126.40</u>
Executive Committee—Deans of Southern Graduate Schools			
Budget for Conference of Deans of Southern Graduate Schools:			
Salary of Coördinating Officer	\$ 3,200.00	\$ 799.98	\$ 2,400.02
Travel for Coördinating Officer	750.00	134.80	615.20
Salary for Office Assistant	1,200.00		1,200.00
Mimeographing, Printing, Office Supplies, Postage, Equipment, Etc.	1,250.00	121.22	1,128.78
Committee Meetings	2,000.00	716.90	1,283.10
Work Consultants	2,145.00	338.96	1,806.04
Work Conference Consultants	750.00		750.00
Office Expense	250.00	74.86	175.14
Contingent Fund	955.00		955.00

## SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or under Expended
Totals—Executive Committee— Deans of Southern Graduate Schools	\$ 12,500.00	\$ 2,186.72	\$10,313.28
Totals—General Education Board Fund	\$ 60,576.53	\$ 35,136.85	\$25,439.68
COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH—COMMISSION BUDGET			
Deficit at November 16, 1941	\$ 467.96	\$ 467.96	\$
Committee on Work Conference (Transfer)	600.00	600.00	
Travel for Committee	1,000.00	1,277.41	277.41*
Supplies, Secretarial Help, Etc.	100.00	117.08	17.08*
Contingent Fund	332.04	33.00	299.04
Totals—Commission on Cur- ricular Problems and Re- search—Commission Budget	\$ 2,500.00	\$ 2,495.45	\$ 4.55
PROGRESSIVE EDUCATION ASSOCIATION FUND			
Commission on Resources and Education Conference on Regional Materials:			
University of Tennessee	\$ 2,000.00	\$ 2,000.00	\$
Less—Expenditures During Prior Period	1,420.13	1,420.13	
Totals—Progressive Education Association Fund	\$ 579.87	\$ 579.87	\$
Totals—All Funds	\$101,391.10	\$ 69,190.12	\$32,200.98

## BOARD OF PUBLICATION

The Board of Publication of the SOUTHERN ASSOCIATION QUARTERLY met Thursday evening, December 3, 1942, in the Peabody Hotel immediately following the annual dinner meeting of the Association. Professor Holland Holton of Duke University was re-elected as editor and honorarium was fixed in accordance with the budget proposed by the Executive Committee to the Association. He was directed to accept offer of the printer to extend contract for one year from April 1, 1942 on same terms as for the current year.

(Signed) SHELTON PHELPS, *Secretary*

# The Commission on Secondary Schools

*Organized in April, 1912*

The Commission on Secondary Schools was created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911. It was organized at Nashville, Tennessee, April, 1912, with Joseph S. Stewart, Chairman, and Bert E. Young, Secretary. Its first annual meeting was held at Spartanburg, South Carolina, November, 1912. A complete list of the officers and meeting-places appears on page 62 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. The meetings and officers since 1931 have been as follows:

1932—New Orleans, Louisiana. J. Henry Highsmith, Chairman; Joseph Roemer, Secretary.

1933—Nashville, Tennessee. W. A. Bass, Chairman; Joseph Roemer, Secretary.

1934—Atlanta, Georgia. M. R. Hinson, Chairman; Joseph Roemer, Secretary.

1935—Louisville, Kentucky. S. B. Hathorne, Chairman; Joseph Roemer, Secretary.

1936—Richmond, Virginia. W. R. Smithey, Chairman; Frank C. Jenkins, Secretary.

1938\*—Dallas, Texas. Edward Conradi, Chairman; Frank C. Jenkins, Secretary.

1939—Memphis, Tennessee. T. J. Dempsey, Jr., Chairman; Frank C. Jenkins, Secretary.

1940 (April, for 1939-40)—Atlanta, Georgia. J. W. O'Banion, Chairman; Frank C. Jenkins, Secretary.

1940 (December, for 1940-41)—Memphis, Tennessee. Gladstone H. Yeuell, Chairman; Frank C. Jenkins, Secretary.

1941—Louisville, Kentucky. E. R. Jobe, Chairman; Frank C. Jenkins, Secretary.

1942—Memphis, Tennessee. J. B. Bassich, S. J., Chairman; Frank C. Jenkins, Secretary.

## OFFICERS 1942-43

Chairman: R. R. Vance, Supervisor, Division of High Schools, State Department of Education, Nashville, Tennessee.

Vice Chairman: J. B. Bassich, S. J., Loyola University, New Orleans, Louisiana.

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\* For the year 1937-38, the annual meeting was held in April; so in 1939 for 1938-39.—Editor.

Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

## MEMBERS

*Term  
Expires  
December*

## ALABAMA

W. L. Spencer, Chairman, Supervisor of Secondary Education, State Department of Education, Montgomery	*1945
James A. Davis, Principal, Bessemer High School, Bessemer	1943
J. M. Malone, Birmingham-Southern College, Birmingham	1944
Paul Terry, University of Alabama, Tuscaloosa	1944
James Chrietzberg, Principal, Holtville High School, Deatsville	1945
William S. Pape, Principal, University Military School, Mobile	1945

## FLORIDA

J. Hooper Wise, Chairman, University of Florida, Gainesville	1945
Father Ernest, St. Leo Academy, St. Leo	1944
M. R. Hinson, Florida State College for Women, Tallahassee	1944
Carl C. Strode, Principal, Sarasota High School, Sarasota	1944
J. H. Workman, Principal, Pensacola High School, Pensacola	1944
Paul Eddy, State Department of Public Instruction, Tallahassee	1945

## GEORGIA

J. L. Yaden, Chairman, Superintendent, Moultrie High School, Moultrie	1943
Fred Ayers, Superintendent, Fitzgerald High School, Fitzgerald	1943
W. E. Pafford, High School Supervisor, State Department of Education, Atlanta	1943
P. H. Dagneau, Marist College, Atlanta	1945
E. M. Highsmith, Mercer University, Macon	1945
H. P. Miller, Emory University, Atlanta	1945

## KENTUCKY

M. E. Ligon, Chairman, University of Kentucky, Lexington	1943
J. L. Cobb, Newport High School, Newport	1943
W. B. Jones, Professor of English, Georgetown College, Georgetown	1943
Robert B. Clem, Shawnee High School, Louisville	1944
Mark Godman, Supervisor of High Schools, State Department of Education, Frankfort	1945
W. R. Nelson, Headmaster, Millersburg Military Institute, Millersburg	1945

\* If meeting should be changed to spring, the date of expiration would become March, 1946, or whatever the month of meeting for the school year 1945-46. The terms of members of all commissions expire with the adjournment of the annual meeting held in the academic year for which the term is due to expire.—Editor

	<i>Term Expires December</i>
<b>LOUISIANA</b>	
I. C. Strickland, Chairman, Mansfield High School, Mansfield	1943
G. W. Ford, Principal, Lake Charles High School, Lake Charles	1943
Homer L. Garrett, Professor of Secondary Education, Louisiana State University, Baton Rouge	1943
Joseph B. Bassich, S. J., Loyola University, New Orleans	1945
W. Patrick Donnelly, Jesuit High School, New Orleans	1945
R. R. Ewerz, Director of Instruction and Supervision, State Department of Education, Baton Rouge	1945
<b>MISSISSIPPI</b>	
E. R. Jobe, Chairman, High School Supervisor, State Department of Education, Jackson	1945
W. H. Braden, Superintendent, Natchez Public Schools, Natchez	1943
J. O. Snowden, Superintendent, Columbia Public Schools, Columbia	1944
J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport	1945
W. H. Sumrall, Dean, Mississippi College, Clinton	1945
W. H. Zeigel Delta State Teachers College, Cleveland	1945
<b>NORTH CAROLINA</b>	
J. Henry Highsmith, Chairman, Director Division of Instructional Service, State Department of Public Instruction, Raleigh	1944
T. T. Hamilton, New Hanover High School, Wilmington	1943
G. B. Phillips, University of North Carolina, Chapel Hill	1943
Charles F. Carroll, Jr., Superintendent, High Point High School, High Point	1944
Holland Holton, Duke University, Durham	1945
W. C. Pressly, Peace Junior College, Raleigh	1945
<b>SOUTH CAROLINA</b>	
J. McTyeire Daniel, Chairman, University of South Carolina, Columbia	1944
H. O. Strohecker, Principal, Boys High School, Charleston	1943
Fred C. Cox, Principal, Orangeburg High School, Orangeburg	1944
E. R. Crow, State High School Supervisor, State Department of Education, Columbia	1944
E. C. Hunter, Converse College, Spartanburg	1945
P. M. Thrasher, President, Porter Military Academy, Charleston	1945
<b>TENNESSEE</b>	
R. R. Vance, Chairman, Supervisor, Division of High Schools, State Department of Education, Nashville	1944



*Term  
Expires  
December*

John L. Meadows, Professor of Secondary Education, Tennessee Polytechnic Institute, Cookeville	1943
William M. Alexander, Professor of Secondary Education, University of Tennessee, Knoxville	1944
F. S. Elliott, Principal, Whitehaven High School, Whitehaven	1944
J. M. Smith, Director of Instruction, Memphis City Schools, Memphis	1945
William R. Webb, Headmaster, The Webb School, Bell Buckle	1945

## TEXAS

J. W. O'Banion, Chairman, Chief Supervisor of High Schools, State Department of Education, Austin	1944
Bryan Dickson, Superintendent, San Angelo Public Schools, San Angelo	1943
E. N. Jones, Dean, Baylor University, Waco	1943
J. J. Delaney, Schreiner Institute, Kerrville	1944
J. G. Umstattd, University of Texas, Austin	1944
George H. Wells, Principal, Austin High School, Austin	1945

## VIRGINIA

Walter Flick, Chairman, Washington and Lee University, Lexington	1945
A. B. Bristow, Principal, Matthew Fontaine Maury High School, Norfolk	1943
A. M. Jarman, University of Virginia, Charlottesville	1944
Lamar R. Stanley, Principal, Newport News High School, Newport News	1944
Fred M. Alexander, Supervisor of Secondary Education, State Department of Education, Richmond	1945
Edmund J. Lee, Headmaster, Chatham Hall, Chatham	1945

## MEMBERS-AT-LARGE\*

A. C. Anderson, Professor of Secondary Education, Alabama College, Montevallo, Alabama	1943
E. A. Crudup, Principal, South Broward High School, Dania, Florida	1943
Laurie H. Battle, Superintendent, Douglas High School, Douglas, Georgia	1943
Hal Anderson, Principal, Corinth High School, Corinth, Mississippi	1943

\* Arranged (for each expiration year) in the alphabetical order of the states.

*Term  
Expires  
December*

Spencer J. McCallie, Headmaster, McCallie School, Chattanooga, Tennessee	1943
H. D. Fillers, Superintendent, Wichita Falls, Texas	1943
Walter C. Jetton, Tilghman High School, Paducah, Kentucky	1944
E. L. Alberson, Principal, Fair Park High School, Shreveport, Louisiana	1944
W. H. Plemmons, Principal, Lee H. Edwards High School, Asheville, North Carolina	1944
O. B. Cannon, Superintendent Public Schools, Newberry, South Carolina	1944
R. M. Hawkins, Head of Training School, Sam Houston State Teachers College, and Superintendent of Public Schools, Huntsville, Texas	1944
Henry T. Moncure, Principal, George Washington High School, Alexandria, Virginia	1944

## STANDING COMMITTEES

### I. PROGRAM

R. R. Vance, Chairman; Joseph B. Bassich, Frank C. Jenkins

### II. LIBRARY

J. Henry Highsmith, Chairman; C. H. Stone, W. L. Spencer, Mrs. Frances Lander Spain, W. H. Shaw, R. R. Vance

### III. STANDARDS

E. R. Jobe, Chairman; Father Ernest, R. R. Ewerz, J. L. Cobb, T. Q. Srygley

### IV. CENTRAL REVIEWING COMMITTEE FOR PUBLIC SECONDARY SCHOOLS

#### ONE YEAR

South Carolina: E. R. Crow	Texas: J. W. O'Banion
Tennessee: R. R. Vance	Virginia: Fred M. Alexander, Chairman

#### TWO YEARS

Alabama: W. L. Spencer	Florida: M. R. Hinson
Georgia: J. L. Yaden	

#### THREE YEARS

Kentucky: Mark Godman	Mississippi: E. R. Jobe
Louisiana: R. R. Ewerz	North Carolina: J. Henry Highsmith

## V. CENTRAL REVIEWING COMMITTEE FOR PRIVATE SECONDARY SCHOOLS\*

### ONE YEAR

Alabama: J. M. Malone      Mississippi: W. H. Braden  
 Kentucky: W. R. Nelson

### TWO YEARS

Florida: Father Ernest      South Carolina: P. M. Thrasher  
 Louisiana: J. B. Bassich      Texas: J. G. Umstattd, Chairman

### THREE YEARS

Georgia: E. M. Highsmith      Tennessee: Wm. R. Webb  
 North Carolina: W. C. Pressly      Virginia: Edmund J. Lee

## ROUTINE COMMITTEES†

### I. AUDITING

W. L. Spencer, Chairman; Spencer J. McCallie; Father P. H. Dagneau,  
 J. H. Workman, E. N. Jones

### II. BUDGET

A. B. Bristow, Chairman; J. McTyeire Daniel, W. E. Pafford, J. G. Umstattd, J. Henry Highsmith

### III. RESOLUTIONS

Mark Godman, Chairman; Ernest C. Ball, H. O. Strohecker, M. R. Hinson, J. L. Cobb

### IV. NOMINATIONS

W. H. Sumrall, Chairman; I. C. Strickland, L. H. Baer, F. S. Elliott, T. Q. Syrgley

### V. APPEALS

Holland Holton, Chairman; Robert B. Clem, E. R. Jobe, M. R. Hinson, G. W. Ford

## SPECIAL COMMITTEES†

### I. COMMITTEE ON USE OF THE EVALUATIVE CRITERIA OF THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

J. G. Umstattd, Chairman; H. D. Fillers, W. L. Spencer, A. B. Bristow, J. L. Yaden, G. W. Ford, Hal Anderson, J. Henry Highsmith, E. R. Crow, John L. Meadows, Paul Eddy, M. E. Ligon

### II. COMMITTEE TO STUDY HIGH SCHOOL AND COLLEGE GUIDANCE AND COLLEGE FRESHMAN ACHIEVEMENT

R. F. Thomason, Chairman; P. L. Palmer, F. W. Murphy, Fred C. Smith, A. B. Crawford, Hal Anderson, J. Hooper Wise

\*Under the resolution creating this committee, five members must be representatives of colleges, four must come from private schools, and two are unrestricted as to classification. (See *QUARTERLY*, Volume I, page 83, February, 1937.)—EDITOR.

†Terms of routine committees expired with the adjournment of the Memphis meeting; the special committees continue through the current year.

# Report of the Commission on Secondary Schools

BY FRANK C. JENKINS, *Secretary*

## MEETING OF TUESDAY MORNING, DECEMBER 1, 1942

The thirty-first session of the Commission on Secondary Schools was called to order by the Chairman, Father Joseph B. Bassich, S. J., at 9:30 A. M., Tuesday, December 1, 1942, in the Ballroom of the Peabody Hotel, Memphis, Tennessee.

The meeting was opened with selections by the Madrigal Singers of Memphis Technical High School, under the direction of Mr. Wilson Mount. Numbers presented were "The Turtle Dove," by Williams; "When Allen-a-Dale Went a-Hunting," by De Pearsall; "My Bonnie Lass She Smileth," by Morley; and "A Merry Christmas," by Warrell.

Rev. S. Ernest Wiley, Ph.D., S. T. L., Superintendent of Schools, Diocese of Nashville, Nashville, Tennessee pronounced the invocation.

## READING OF THE MINUTES

Reading of the minutes of the last meeting of the Commission was dispensed with, since they were published in the SOUTHERN ASSOCIATION QUARTERLY, Vol. VI, No. 1, February, 1942.

The Chairman announced the theme of the thirty-first session of the Commission on Secondary Schools, "The War and the Secondary Schools of the South." He stated that this theme was chosen because of the war emergency and that the speakers for the meeting were chosen because of their ability to assist the schools represented and to inform the members of the Commission concerning the needs of our armed forces.

The Chairman introduced Major General Ralph Royce, United States Army, Commanding General, Headquarters, Southeast Army Air Forces Training Center, Maxwell Field, Montgomery, Alabama, and gave a brief account of his outstanding services to our country. Major General Royce addressed the Commission on the subject, "What the High Schools Can Do for the Army." He emphasized the necessity for secondary schools to gear their programs to war needs—always remembering that we must include a wise and proper preparation for the peace that some day must come. He indicated that the practical needs the Army would like for the schools to emphasize are:

1. Foundation training, including "sound knowledge of English which will give an understanding of the spoken and written word, a basic ability to receive and give orders, to receive and give instructions, to think and speak logically and incisively"; mathematics and science as far as each student is able to go profitably; and sound knowledge of American history;

2. Physical training, including the intensification of physical fitness programs and provision of physical examinations and remedial follow-up;

3. Specialized training, including especially fundamentals of radio, electricity, automotive mechanics, shop work, and machines. Particular emphasis was placed on the need for pre-flight aeronautics.

Major General Royce dealt at length on the value of the organization of the "Victory Corps" in secondary schools. In conclusion he indicated the innumerable difficulties that schools face in meeting the needs of the armed forces and pointed out "that campaigns are won by doing the difficult or the impossible. . . . We have simply got to do the impossible by using all our imagination, all our ingenuity, and all our resources; if we cannot do the impossible, we have got to get as near to it as we can. . . . I am confident that the will-power and energy of the educators of this country can overcome all difficulties and prepare the way for victory." This entire address will be published in a subsequent issue of the SOUTHERN ASSOCIATION QUARTERLY.

The next speaker, Dr. O. C. Carmichael, Chancellor of Vanderbilt University, was introduced by the Chairman. He addressed the Commission on the subject, "Adapting the Secondary School to the War Emergency." Dr. Carmichael pointed out clearly and succinctly the need for high schools and colleges to restore permanently provisions for adequate training in mathematics and physics, both for the war effort and to satisfy the demands of living in a mechanical, electrical power age. He called attention to the fact that the teaching of American history and of civics has been neglected. He said the "morale of the people and ultimately their fighting strength will depend upon the vitality of our faith in the ideals which underlie our way of life. . . . Every high school and college has the opportunity and obligation to make its maximum contribution in this area of instruction to the successful prosecution of the war." He stressed the immediate value of air power in winning the war, developed implications of the vast significance of the air age for peace, and indicated the opportunities that secondary schools have in making preparation for living in the air age. He called attention to the need for and the responsibility of schools in altering America's role in the international picture. He directed the attention of curriculum studies and faculty conferences to the need for Americans and American institutions to possess "a more vital sense of responsibility in world affairs." Suggestions for bringing about these changes included the need for re-educating teachers in secondary schools and colleges and for their closer coöperation. An adjustment of great moment that the speaker advocated is the acceleration of secondary school programs by the addition of a summer semester. He stated that acceleration is desirable from the standpoint of the student, the educational system, and of the armed forces.



In conclusion Dr. Carmichael made a number of practical suggestions as to how difficult adaptations might be made by the secondary schools.

The address met with much favorable comment and there were numerous requests for its immediate publication. The entire address will appear in an early issue of the SOUTHERN ASSOCIATION QUARTERLY.

#### ROUTINE COMMITTEES

The Chairman announced the following routine committees:

##### I. AUDITING

W. L. Spencer, Chairman; Spencer J. McCallie; Father P. H. Dagneau; J. H. Workman; E. N. Jones

##### II. BUDGET

A. B. Bristow, Chairman; J. McTyeire Daniel; W. E. Pafford; J. G. Umstattd; J. Henry Highsmith

##### III. RESOLUTIONS

Mark Godman, Chairman; Ernest C. Ball; H. O. Strohecker; M. R. Hinson; J. L. Cobb

##### IV. NOMINATIONS

W. H. Sumrall, Chairman; I. C. Strickland; L. H. Baer; F. S. Elliott; T. Q. Srygley

##### V. APPEALS

Holland Holton, Chairman; Robert B. Clem; E. R. Jobe\*; M. R. Hinson\*; G. W. Ford  
Session adjourned.

#### MEETING OF TUESDAY AFTERNOON, DECEMBER 1, 1942

The session was called to order by Chairman Bassich at 2:00 P.M., Tuesday, December 1, 1942. The program for the afternoon consisted of committee reports and nominations to fill vacancies on state committees. The reports follow in the order in which they were made.

Fred M. Alexander presented the report of the Central Reviewing Committee.

#### REPORT OF CENTRAL REVIEWING COMMITTEE

The Central Reviewing Committee for Public Secondary Schools began its work at 10 A.M. on Saturday, November 28, and continued with an afternoon intermission until 10:30 P.M. During the sessions on Saturday, problems faced by the schools in the eleven states of the Association were presented and policies for the guidance of the Committee were adopted. Consideration of membership applications including reviewing of reports of the eleven states was completed by 9:30 P.M., with the exception of a half-dozen schools on which additional data were presented the next day. The Committee met again on Sunday, November 29, at 10 A.M. and at 2 P.M., and on Monday at 9 A.M., adjourning at 12:30 P.M. The meetings on Sunday and Monday were devoted to consideration of pertinent and significant

\* Replacing members absent at business meetings of the committee.

problems now confronting the schools. Resulting from these deliberations, certain policies were formulated which will be presented in this report.

The Central Reviewing Committee for Private Secondary Schools convened at 9 o'clock on Monday morning and on account of the small number of applications to be considered completed its deliberations in the early afternoon.

The report of the extra-territorial schools accredited by the Southern Association was made by the Executive Secretary of the Commission, Frank C. Jenkins. Reports from the American School Foundation, Mexico, D. F., and the Lago Community High School, Aruba, Netherlands West Indies, show that the schools are complying fully with the Standards of the Commission on Secondary Schools of the Southern Association. The report from the American High School, Buenos Aires, Argentina, has not been received, but communications with the school indicate that no irregularity or lack of interest exists so far as the school is concerned. The school has been continued pending the receipt of the report, and the Secretary was authorized to list the American High School provided a satisfactory report is received prior to the publication of the SOUTHERN ASSOCIATION QUARTERLY.

There is ample evidence of the excellent work of the state committees in stimulating the schools not only to meet the standards of the Association but also in aiding the schools to develop well beyond the standards. These accomplishments are evidenced by the fact that this year more schools are "all clear" than in many previous years. Seventy-two per cent of the high schools in the Association have met all standards. The reports of the state committees were in excellent form. This and the attitude of the committee members in considering fundamental problems in a broad way expedited the work of the Committee.

#### *Problems*

Below are listed significant problems reported by members of the Central Reviewing Committee in practically all the states in the Southern Association:

1. Acceleration of students to meet the needs of the war effort;
2. Shortage of trained librarians;
3. Shortage of teachers;
4. Curriculum modifications to meet the demands of the war effort;
5. Problems of developing high school "Victory Corps";
6. Overcrowded schools in defense areas;
7. Length of school day;
8. Problems relating to library standards.

#### *Recommendations*

After thorough and serious deliberation on these problems the Central Reviewing Committee presents the following recommendations to the Commission:

1. That the standards of the Commission be maintained but that in certain cases schools be given emergency approval when proof is presented that a deficiency exists solely because of the emergency and with the understanding that the deficiency will be removed as soon as the emergency has abated;
2. That state committees serve notice on their schools that they will no longer be considered for approval unless all teachers receive annual salaries of at least \$900;
3. That the Library Committee be requested to clarify the language of the library standards and of the library report form as to the number of books required per pupil, the number of periodicals required, required appropriation and expenditure, the effect of proximity of public libraries to schools, and num-

ber of discarded books. Under this recommendation the Library Committee is requested to revise both the language of the report form and of the standards and report to the Committee on Standards;

4. That the Library Committee be requested to make a study of Sheet 3 of the annual report blank for secondary schools for the purposes of:

a. Clarification or restatement of the language of the report form and of the standards

b. Determining the status of the library situation in the schools of the Southern Association and the possible effects of the findings on the revision of the library standards.

5. That the Secretary of the Secondary School Commission be requested to set up in his office a clearing house for materials and information on the war effort and activities and other phases of the war program in the respective states. The Secretary is requested to compile this information and to send it to the members of the Commission in all states and to send significant materials or to arrange for members in the respective states to make these materials available to all members of the Commission.

A sixth recommendation concerns the accelerated program in the high school. The Central Reviewing Committee for Public Secondary Schools recognizes that high schools are facing certain problems of acceleration accentuated by the war effort. In the light of this fact, the Committee submits the following recommendations, effective only for the duration of the war:

1. The Central Reviewing Committee recommends that the most complete and whole-hearted coöperation be given to the federal government in the administration of the Selective Service Act from which the following release is taken:

November 16, 1942

Local Board Release No. 163

Effective November 14, 1942

Subject: High School Students

Amendment to Selective Service Act—The Selective Training and Service Act of 1940 has been amended to provide that any person 18 or 19 years of age who, while pursuing a course of instruction at a high school or similar institution of learning, is ordered to report for induction during the last half of the academic year at such school or institution, shall, upon his request, have his induction postponed until the end of such academic year;

2. In order to provide a reservoir of officer material and of men and women preparing for those professions and occupations vital to the war effort, high school seniors who signify a desire to enter college may upon the recommendation of the principal be recommended for admission to college provided they rank in the upper third of their class, provided they have successfully completed the first semester of their senior year, provided the college affords an opportunity to study courses not offered by the high school, and provided whatever program is inaugurated is in accordance with the government policy to provide a reservoir of officer material and of men and women preparing for those professions and occupations vital to the war effort;

3. The high school program of studies should be enriched by the addition of pre-induction courses for critical war-production occupations and for entrance into the armed forces;

4. Students who rank in the upper 25 per cent of their class should be encouraged to carry 5 subjects so as to qualify for college entrance in 3 years;

5. The Commission on Secondary Schools is anxious to coöperate with all agencies which have as their primary objective the setting up of programs designed to expedite the winning of the war.

The following statistical summaries were presented by the Central Reviewing Committee:

## SUMMARY OF APPROVED SECONDARY SCHOOLS—PUBLIC, 1942-43

State	No. Schools 1941-42	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1942-43
Alabama	58	1	2	30	12	57
Florida	99	1	1	0	28	99
Georgia	111	6	0	24	27	117
Kentucky	102	0	2	20	14	100
Louisiana	123	8	0	34	10	131
Mississippi	75	1	0	14	3	76
North Carolina	41	4	0	3	8	45
South Carolina	46	1	1	24	3	46
Tennessee	68	4	0	8	0	72
Texas	248	4	4	19	4	248
Virginia	57	3	0	13	6	60
Extra-Territorial	0	0	0	0	0	0
Total	1,028	33	10	189	115	1,051

## SUMMARY OF APPROVED SECONDARY SCHOOLS—PRIVATE, 1942-43

State	No. Schools 1941-42	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1942-43
Alabama	9	0	0	0	0	9
Florida	23	1	1	0	6	23
Georgia	18	0	0	1	2	18
Kentucky	27	0	0	6	5	27
Louisiana	12	0	0	2	0	12
Mississippi	7	0	0	0	1	7
North Carolina	15	0	0	0	1	15
South Carolina	5	0	0	0	4	5
Tennessee	28	0	0	2	2	28
Texas	14	1	0	0	0	15
Virginia	25	0	1	10	5	24
Extra-Territorial	3	0	0	0	0	3
Total	186	2	2	21	26	186

SUMMARY OF APPROVED SECONDARY SCHOOLS—PUBLIC AND PRIVATE,  
1942-43

State	No. Schools 1941-42	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1942-43
Alabama	67	1	2	30	12	66
Florida	122	2	2	0	34	122
Georgia	129	6	0	25	29	135
Kentucky	129	0	2	26	19	127
Louisiana	135	8	0	36	10	143
Mississippi	82	1	0	14	4	83
North Carolina	56	4	0	3	9	60
South Carolina	51	1	1	24	7	51
Tennessee	96	4	0	10	2	100
Texas	262	5	4	19	4	263
Virginia	82	3	1	23	11	84
Extra-Territorial	3	0	0	0	0	3
Total	1,214	35	12	210	141	1,237



SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN,  
NOT REPORTING, OR REORGANIZED

STATE		REASON
Alabama	Carbon Hill	Voluntarily withdrawn
	Floral, Covington County	Voluntarily withdrawn
Florida	Milton, Santa Rosa County	No library appropriation: inadequate library ex- penditure; principal and assistant principal do not hold proper degrees; sal- aries of 2 teachers below minimum; 2 teachers with more than 750 pupil periods
	Miami, Miami Military Academy	Insufficient training of li- brarian; only 60% of faculty with degrees; 1 beginning teacher with- out degree and profes- sional training
Georgia	None	
Kentucky	Falmouth	Withdrawn
	Winchester City High	Insufficient library appro- priation; insufficient num- ber periodicals; 12 class- es with more than 40; 7 of 17 teachers with more than 6 periods; 8 teach- ers with more than 750 pupil periods
Louisiana	None	
Mississippi	None	
North Carolina	None	
South Carolina	Simpsonville	Withdrawn
Tennessee	None	
Texas	Jourdanton	Did not apply
	Olton	Did not apply
	Weatherford	Did not pay annual fee of \$10.00
	Wharton	Did not apply
Virginia	Arlington Hall	Withdrawn
Extra- Territorial	None	

## SCHOOLS ADDED

STATE	SCHOOLS ADDED
Alabama	Trussville, Hewitt High School
Florida	Belle Glade
	Maitland, Forest Lake Academy
Georgia	Alpharetta, Milton Eatonton

STATE	
<i>Georgia—Continued</i>	
	Fairburn, Campbell
	Milledgeville, Midway Vocational High
	Smyrna, Fitzhugh
	Vienna
Kentucky	None
Louisiana	Bernice
	Bossier
	Breaux Bridge, Cecilia
	Gonzales
	Morgan City
	New Orleans, Samuel J. Peters
	Simsboro
	St. Martinville
Mississippi	Hazlehurst
North Carolina	Albemarle
	Elizabeth City
	Kannapolis, Cannon
	Shelby
South Carolina	Batesburg-Leesville
Tennessee	Donelson
	Franklin
	Humboldt
	Rockwood
Texas	Commerce
	Dallas, Jesuit
	Grand Prairie
	Pearland
	Tomball
Virginia	Martinsville
	Orange
	Pulaski
Extra-Territorial	None

After lengthy discussion of the various recommendations of the Committee, it was moved by Mr. Jobe that the Commission adopt the report of the Central Reviewing Committee with the exception of the recommendation pertaining to acceleration, listed as the sixth recommendation in the report of Chairman Alexander. Motion adopted.

Mr. Spencer moved that the recommendation pertaining to acceleration be tabled until after a conference with a committee from the Commission on Institutions of Higher Education, that a copy of this recommendation be sent to them, and that we express our willingness to meet with this Commission or a committee representing them. Motion adopted.

Motion was made by Dr. Holton that the Chairman be authorized to appoint a committee from the Secondary Commission to confer with repre-

sentatives of the Higher Commission on the matter of acceleration. The motion was adopted, and the Chairman appointed W. L. Spencer, Chairman; R. R. Vance, and J. W. O'Banion on this committee.

### REPORT OF THE COMMITTEE ON STANDARDS

The Committee recommended no changes in existing standards. However, in an effort to clarify procedure, the following recommendation was presented:

*The Committee on Standards recommends that any change in standards included in the report of the Committee shall become operative immediately on ratification by the Commission and the Association.\**

Recommendation adopted.

The Committee further recommended, in order that a point of order not be raised at a later date, that the revision of standards approved at the last meeting, which have been lying on the table since that time, be approved by the Commission. (These changes may be found on page 129 of the SOUTHERN ASSOCIATION QUARTERLY, Vol. VI, No. 1, February, 1942.)

Recommendation adopted.

The report was made by the chairman of the Committee on Standards, J. G. Stipe.

### NOMINATIONS TO FILL VACANCIES ON STATE COMMITTEES

Prior to the meeting of Tuesday afternoon each State Chairman handed to the Secretary a list of nominations to fill vacancies on State Committees. These were read by the Secretary and approved by the Commission. (See pages 86-88 this issue of the QUARTERLY.)

Dr. Umstaddt, Chairman of the Committee, presented to the Commission a suggested supplement to the Evaluative Criteria which had been prepared by the Committee. The supplement follows the committee report.

\* This action concerns an awkward situation that has arisen in regard to amending the Standards of the Association. Article VIII (see page 215, this issue of the QUARTERLY) states that "The Constitution and By-Laws of the Association may be amended. . . , provided that the proposed amendment has been submitted at one regular meeting and that final action will not be taken until the next regular annual meeting." President Sam H. Whitley ruled, apparently with the approval of the Executive Committee of his administration, that the Standards of the Association were "by-laws." This ruling seems logical enough both in itself and by reason of the fact that if the Standards are not by-laws, the Association has apparently never had any. On the other hand, the ruling creates a situation by which a change in standards really requires *two full calendar years* to effect, instead of *two annual meetings*, due to the fact that the commissions hold their meetings *before* the annual meeting and have adjourned *sine die* before the annual meeting begins. In other words, a "by-law" might be proposed to the Association in December, 1941 and then adopted in December, 1942 to become effective immediately; whereas a Standard of the Commission on Secondary Schools proposed in 1941 would, under the prevailing ruling, be tabled by the Association in 1941 and then adopted in 1942 two days after the Commission had adjourned its 1942 meeting, with the result that the Commission could not enforce the Standard until December, 1943.—EDITOR.

### REPORT OF COMMITTEE ON USE OF THE EVALUATIVE CRITERIA OF THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Your committee submits this supplement for whatever use you can make of it. You will note that this instrument parallels the Cooperative Study of Secondary School Standards, page by page. Your committee recommends that all high schools continue the use of the Evaluative Criteria, and, if they care to use it, the supplement, during the war time. In most states there is a decrease in the use of the Evaluative Criteria this year, but your committee urges that schools do not defer completely the use of the Evaluative Criteria until after the war. We further recommend that participation experience on committees that are evaluating schools become, so far as possible, a part of the college training of all prospective high school teachers. One or two courses in secondary education in each college could give practical experience to the students by having them go out and help evaluate the schools. We should also like to recommend to all state committees of the Southern Association next year to remind all high schools in their respective states of the requirement of this Association that each school evaluate itself with the Evaluative Criteria within the five-year period originally designated. (This five-year period has two more years to run). Unless we do that, there is a strong possibility that many schools will continue to defer it until the very last year.

J. G. UMSTATT, *Chairman.*

The report was adopted.

### SUGGESTED SUPPLEMENT TO THE EVALUATIVE CRITERIA FOR THE APPRAISAL OF A SECONDARY SCHOOL'S WAR EFFORT AND ITS STUDY OF POSTWAR PROBLEMS PREPARED BY THE SOUTHERN ASSOCIATION COMMITTEE ON THE USE OF THE EVALUATIVE CRITERIA<sup>1</sup>

The eight statements under "Philosophy of Secondary Education" below, represent the thinking of the individuals who cooperated in making the supplement and are not intended to determine the viewpoints under which the supplement might be used in any school. Beginning with the section on "Curriculum and Courses of Study," the items of the *Supplement* paralleled, page by page, the 1940 Edition of *The Evaluative Criteria* and each may be checked "+", "—", or "o" in accordance with the directions carried in the Criteria, to appraise the school's effort.

#### *Philosophy of Secondary Education*

- A. Significant points of view—Fundamental Concepts, p. 9, to follow item 8.  
Hate is not necessary in the defense of our American way of life.

<sup>1</sup> The first two drafts of this proposed supplement were prepared by eight teachers, two principals, one superintendent, and three Deputy State Superintendents working as a group under the direction of J. G. Umstatt, Chairman of the Southern Association Committee on the Use of the *Evaluative Criteria*, in the Eighth Annual Conference-Laboratory on the Problems of Curriculum and Instruction, The University of Texas, June 4-July 13, 1942. A third draft was prepared by the Seminar in Secondary Education during the second term of the 1942 Summer Session. The third draft was sent for their reactions to the members of the Southern Association Committee and, for trial use, to twenty-six Texas high schools that had been evaluated. Copies were also sent to Frank Jenkins, Carl Jessen, and Alvin C. Eurich, then Chief, Educational Relations Branch, Consumer Division, Office of Price Administration. The fourth and final revision was based on the experience of the twenty-six schools in using the supplement and upon the suggestions of the individuals who had received copies. This draft was submitted as the Report of the Southern Association Committee on the Use of the Evaluative Criteria at the Memphis Convention, December 1, 1942.

A balanced mental attitude is better than hatred based on selfrighteousness.

Calm, deliberate study should be given the issues to analyze what we hear and read and to distinguish between false propaganda and truth.

During the war, our personal liberties must be made subservient to the common good.

In order to be successful in this national emergency it is necessary to delegate concentration of power.

We must be careful not to imitate and to adopt permanently the methods of our enemies and thus lose those liberties which we are defending.

During the war we must lay the basis for regaining the liberties which we have temporarily sacrificed for them during the emergency.

During the war serious study should be given postwar problems and the part pupils now in school will play in the adjustment era.

### *Curriculum and Courses of Study*

#### I. General Principles

P. 31

##### Checklist:

( ) 11. Materials are selected which present our democratic heritage to children and create the desire in them to uphold democratic principles regardless of the cost. This process involves, in part, pupil-teacher coöperative study and discussion of the basic principles of our democratic way.

( ) 12. A centralized agency is provided to coördinate war efforts within the subject matter fields and collateral activities.

#### II. Curriculum Development

P. 32

##### A. Sources

##### Checklist:

( ) 9. A careful consideration of opportunities offered the school in aiding in the war effort of our country.

( ) 10. Careful study is made of the problems the world will face after the war.

##### B. Organization and Procedure

P. 33

( ) 11. Provision is made for coöperating with other agencies organized for war work.

#### III. Courses of Study

##### A. Amount of Offerings

P. 34

( ) 16. Pre-flight Aeronautical course

( ) 17. War Economics

( ) 18. Wartime Consumer Education and Conservation

For Pupils

( ) 19. Air Raid Protection

( ) 20. First-Aid Courses

( ) 21. Revised social studies courses which include the global aspect of the war and the problems the peace will bring

##### Additional:

p. 34 For Adults

Community or adult classes taught by faculty members in:

First Aid, nutrition, wartime consumer education, home nursing, air-raid protection, post-war problems, etc.

For Teachers

Teachers taking part in classes in first aid, war-time consumer education, nutrition, air raid protection, and methods of giving instruction.



- B. Content of offerings p. 35  
 ( ) 12. Air raid protection  
 ( ) 13. First aid and safety  
 ( ) 14. Wartime consumer problems and conservation  
 ( ) 15. War information  
 ( ) 16. Health and nutrition

*Pupil Activity Program*

- I. General Nature and Organization p. 39  
 A. General Nature of the Program  
 Checklist:  
 ( ) 16. Physical fitness clubs  
 ( ) 17. Definite war emphasis in each of the pupil activities  
 Examples:  
 a. Conservation g. Fighting inflation  
 b. Salvaging h. Importance of the home front in total war  
 c. First Aid i. Meeting shortages through rationing, pooling, and related practices  
 d. Air raid protection  
 e. Stamp and bond sales  
 f. Community health and morale
- II. Pupil Participation in School Government p. 40  
 Checklist:  
 ( ) 10. Pupil leadership in campaigns against waste, sale of bonds and stamps, salvaging, air raid protection, consumer education week programs, etc.  
 ( ) 11. Procedures that cause pupils to assume definite responsibility in war effort.
- IV. The Assembly p. 42  
 Checklist:  
 ( ) 13. Definite emphasis upon war aims and effort, with particular attention to the home front responsibilities  
 ( ) 14. Programs devoted to postwar problems  
 ( ) 15. Demonstration and publicity of pupil participation in the assembly  
 ( ) 16. Learning of national songs of Allied Nations and victory songs of our country  
 ( ) 17. Publicity to new courses and new content of old courses in assembly
- V. School Publications p. 43  
 Checklist:  
 ( ) 11. Emphasis on student and community activity in war effort  
 ( ) 12. Some attention to problems of the peace
- VI. Music Activities p. 43  
 ( ) 9. Stress music which will build and maintain morale
- VIII. Social Life and Activities p. 44  
 Checklist:  
 ( ) 10. Curtail expenses in planning of social affairs  
 ( ) 11. Encourage use of time and money for war effort instead of using it for personal pleasure and profit
- IX. Physical Activities for Boys p. 45  
 Checklist:  
 ( ) 12. Provision for physical fitness activities

( ) 13. Provision for including first aid instruction in physical activity programs

( ) 14. Corrective measures for physical disabilities

X. Physical Activities for Girls p. 46  
Checklist:

( ) 12. Provision for physical fitness clubs

( ) 13. Provision for including first aid instruction in physical activity programs

( ) 14. Corrective measures for physical disabilities

XI. School Clubs p. 46

( ) 9. Junior Red Cross activities and other war effort should be woven into the work of the school activity program

( ) 10. Forum activities to discuss current and postwar problems, school-wide

( ) 11. Home economics clubs to arrange demonstrations of balanced meals

( ) 12. Victory Corps

*Library Service*

II. Organization and Administration

C. Accessibility of the Library to Pupils p. 54

Checklist:

( ) 10. Special displays of materials related to war effort are provided for pupil use

( ) 11. Emphasis is placed on propaganda material offered by press, film, and radio

( ) 12. Bulletins and special displays are provided for publicizing radio materials

III. Adequacy of Library Materials

B. Periodicals (including newspapers) p. 57

( ) 1. Junior Red Cross Magazine

C. Supplementary Materials p. 58

( ) 9. Provision is made for use of the Office of Education packets, consumer publications of the OPA and other government agencies, and other materials related to the war effort

( ) 10. A file of reliable materials on current and postwar problems is made readily available to teachers and students.

*Guidance*

I. General Nature and Organization p. 63

Checklist:

( ) 12. The guidance service is concerned with helping the pupils to cultivate proper habits of critical reflection and independent thinking in this emergency, consistent with national unity

( ) 13. The guidance service is concerned with helping children to understand what we in our country are fighting for and to understand the functional meaning of democracy

- II. Guidance Staff
- A. Guidance Leadership p. 65
1. Preparation and Qualifications
- Checklist:
- ( ) 18. Ability and training suited to teaching children practical means of serving their country
- B. Special Consultants p. 66
- Checklist:
- ( ) 8. Special consultants are informed about channels of helpful war activities for students
- III. Basic Information about Pupils
- A. Home and Family Background p. 67
- Checklist:
- ( ) 17. Members of families in various branches of the armed forces
- ( ) 18. Kinds of war activities engaged in by other family members and the effects of such activities upon the family life
- IV. Phases of Guidance
- A. Educational Guidance p. 72
- ( ) 2. Curricular and School Guidance
- Checklist:
- ( ) 8. Planning a definite program of war effort with pupils
- ( ) 13. Guidance Concerning the Post-Secondary School
- Checklist:
- ( ) 15. Information about placement into war industries may be furnished
- B. Vocational Guidance and Placement p. 73
- Checklist:
- ( ) 15. Counseling service is offered to pupils interested in war work
- ( ) 16. Advise students who are interested in a formal education to remain in school and thus make their greatest contribution to the war effort.
- ( ) 17. Advise students of eligible age not interested in a formal education to devote their *entire* energies to active war time effort
- ( ) 18. Advice about kinds of work after the war
- C. Guidance in Use of Leisure p. 73
- Checklist:
- ( ) 7. The use of skills to help war agencies and to help in the wartime fight against inflation
- ( ) 8. Emphasis upon physical fitness activities
- ( ) 9. Emphasis upon activities to conserve mental health
- ( ) 10. Emphasis upon activities to conserve all consumer recreational goods which are scarce
- D. Social and Civic Guidance
- Checklist:
- ( ) 9. Pupils are encouraged and trained to assume responsibilities in war emergencies
- ( ) 10. Teachers and pupils plan coöperatively for the dissemination of accurate war information in the community
- ( ) 11. Pupils are trained to be active agents in building and maintaining morale in the community
- ( ) 12. Pupils participate in divisions of post-war problems

## E. Personal Guidance

p. 74

## Checklist:

- ( ) 8. Maintenance of emotional balance in the face of favorable or unfavorable war news

## V. Results of Guidance

p. 75

## Checklist:

- ( ) 11. Understanding the pupils' duties and responsibilities in war emergencies
- ( ) 12. Efficient use of pupils' time for war activities
- ( ) 13. Careful selection of appropriate war-time jobs for students upon leaving school both before and after graduation
- ( ) 14. Provision for study of means of rehabilitation of people after the declaration of peace

*Outcomes of the Educational Program*

## I. The School's Procedures for Evaluating Outcomes

p. 83

## Checklist:

- ( ) 12. The schools' war effort and the effort of individual pupils and teachers are studied and appraised coöperatively
- ( ) 13. Pupil attitudes toward war problems and post-war problems are appraised
- ( ) 14. Means are provided for evaluating academic, social, physical and personal development toward wartime participation

## II. Outcomes in Principal Subject Matter Fields

## A. English

p. 84

## Checklist:

- ( ) 1. Literature
- ( ) 9. Developing a spirit of pride in the achievements of our country through the reading of biographies and speeches of great Americans, historical novels, and patriotic poems
- ( ) 10. Development of an understanding of our allies and enemies through the reading of their literature

## B. Language Arts

p. 85

## Checklist:

- ( ) 7. Analyzing propaganda with specific reference to ability to detect work of subversive groups
- ( ) 8. Directing oral composition toward dissemination of facts concerning war aims and war news; directing written composition toward similar materials to be used in school and town newspapers

## C. Modern Languages

p. 86

## Checklist:

- ( ) 13. Emphasis is placed upon languages as tools for better understanding of both friend and foe
- ( ) 14. Use of current periodicals published in countries whose language is being studied

## D. Mathematics

p. 86

## Checklist:

- ( ) 10. Understanding of the applications of mathematics to wartime consumer problems, industry, and warfare
- ( ) 11. Provision for special training suited to application in wartime indus-

tries for students who are apt in mathematics, but with provision also for appropriate activities for students not apt in mathematics

#### E. Sciences

p. 87

##### Checklist:

( ) 17. Recognizing emergency needs related to science and training to meet those of the armed forces and of the home front

#### F. Social Studies

p. 88

##### Checklist:

( ) 26. Understanding of the characteristics of democracy in contrast with those of totalitarianism; development of loyalty to democratic ways; proficiency in the skills essential to the successful application of democratic principles

( ) 27. Continued recognition of the value to our culture of the contributions made to our civilization by countries with whom we are now at war

( ) 28. Guarding against the evils of hatred in our pupils and promoting a realistic yet sympathetic understanding of people dominated by military dictators

( ) 29. Understanding the nature of our post-war problems and helping to develop rational attitudes toward this situation

( ) 30. Understanding the dangers of inflation and the government's cost-of-living program to control it

( ) 31. Understanding the problem of shortages of civilian goods and services during wartime and the ways in which rationing, conservation, sharing, and related practices help to meet the situation

( ) 32. Desire to assist in all types of community war work

( ) 33. Understanding of the financial status of our country and a desire to assist our government financially

( ) 34. Need of great leaders for our country and the personal responsibilities involved in helping to select and support these leaders

( ) 35. Recognition that democracy will never be permanently won but that it is an idea which must be constantly safeguarded and developed

( ) 36. Recognition of the need for continual cultural advancement even during wartime

#### G. Music

p. 89

##### Checklist:

( ) 10. Appreciating through study and participation the power of music in developing and maintaining a vigorous patriotic morale

#### H. Arts and Crafts

p. 90

##### Checklist:

( ) 9. Contribution to specific wartime needs through hobbies and other activities of arts and crafts

( ) 10. Learning hobbies that will aid in uplifting and maintaining morale in adults and children during the war

( ) 11. Preparing posters, graphs, charts, and other illustrative material to show the part of the home front in winning the war

#### J. Industrial Arts

p. 90

##### Checklist:

( ) 12. Developing ability for maintaining the physical equipment of the home including all types of durable consumer goods during the crisis

( ) 13. Developing specialized knowledge and material skills useful to war effort



**K. Homemaking**

p. 91

## Checklist:

- ( ) 14. Preserving the fundamental values of wholesome homelife for war as well as for peace
- ( ) 15. Developing the ability to adjust food habits of family in times of hunger, scarcity, and shortage of certain food essentials in order to safeguard against diet deficiencies
- ( ) 16. Assisting families to face possible restrictions in clothing supplies by conserving, protecting, and prolonging the usefulness of available clothing
- ( ) 17. Coöperate with war agencies of the Federal Government including the OWP, OPA, OCD, the Treasury Department and other regular agencies with wartime functions
- ( ) 18. Encouraging pupils to assist in community health work—Red Cross, Blue Cross, infant care, first aid, and so forth
- ( ) 19. Acceptance as a simple duty by pupils of all restrictions on the use of consumer goods

**L. Agriculture**

p. 92

## Checklist:

- ( ) 11. Stressing balanced production, conservation, and careful marketing of human and animal food in the war emergency

**M. Business Education**

p. 92

## Checklist:

- ( ) 8. Keeping pace with specific needs for additional personnel in war production

**N. Health and Physical Education for Boys**

p. 93

## Checklist:

- ( ) 11. Realizing the importance of general health and physical fitness in the present emergency
- ( ) 12. Stressing corrective training for remedial physical defects
- ( ) 13. Assisting in the community recreational program for young children and adults

**O. Health and Physical Education for Girls**

p. 93

## Checklist:

- ( ) 11. Realizing the importance of general health and physical fitness in the present emergency

**P. Vocational Shop and Related Work**

p. 94

## Checklist:

- ( ) 9. Developing vocational efficiency in defense occupations
- ( ) 10. Part-time participation in local wartime occupations by the more mature pupils
- ( ) 11. Participation in non-wartime occupations that have been stripped of man power

**III. Outcomes in Attitudes and Appreciations**

p. 95

**A. Attitudes and Traits Primarily Concerned with Personal Development**

## Checklist:

- ( ) 10. Patriotism—willingness to sacrifice and to make personal liberties subservient to the common good

**B. Attitudes and Traits Primarily Concerned in Social Relationships**

## Checklist:

( ) 9. Sympathetic understanding—perception of difficulties encountered by people dominated by military dictators, rather than prejudice against them

( ) 10. Sympathetic understanding of and willing obedience to wartime restrictions

#### C. Appreciations

##### Checklist:

( ) 8. Appreciation of the liberties enjoyed in our democratic way of life

( ) 9. Realization of the place of educated leadership in the democratic way

( ) 10. Appreciation of post-war problems and needs

#### *School Administration*

#### I. Administrative Staff

##### A. Numerical Adequacy

p. 132

##### Checklist:

( ) 6. Adequate provision is made for coördination of school work and war effort

( ) 7. Staff is adequate to provide for war emergencies

##### B. Preparation and Qualifications

p. 133

##### Checklist:

( ) 2. Qualifications

( ) 8. Adequate information about the place of the school in the war effort

#### II. Organization

##### A. The Board of Control

p. 134

##### Checklist:

( ) 10. Proper in-service training is provided for faculty members to increase their efficiency for participation in the war program

##### C. The Superintendent of Schools

p. 135

##### Checklist:

( ) 13. He assumes proper leadership in the present emergency

##### D. The Principal

p. 136

( ) 25. He encourages democratic procedure on the part of students in designating and carrying out patriotic demonstration and war work activities

( ) 26. He allows time in the school program for participation in the war effort

#### III. Supervision of Instruction

##### A. Objectives

p. 137

##### Checklist:

( ) 18. Morale building during the present crisis

( ) 19. Increased efficiency in the use of facilities for all-out war effort

##### B. Procedures and Activities

p. 137

##### Checklist:

( ) 17. Assisting teachers to plan and organize war activities of the school

##### D. Results of Supervision

p. 139

##### Checklist:

( ) 12. Evaluation of the war effort program

#### IV. Supervision of special services

##### B. Transportation of Pupils

p. 140

##### Checklist:

( ) 9. Bus drivers are trained to conserve tires, gas, and oil, and to reduce depreciation on buses

#### V. Business Management

A. General Duties and Procedures

p. 141

Checklist:

( ) 16. Business management provides for purchase of stamps and bonds to be sold to students and teachers

D. Maintenance and Operation

p. 144

Checklist:

( ) 12. Building custodians are trained to serve as fire wardens in civilian defense corps

#### VI. School and Community Relations

A. Information for Parents and Community

p. 145

Checklist:

( ) 12. Integration of school and war effort

B. Community Services

p. 145

Checklist:

( ) 10. School acts as a central agency for keeping community informed of its relation to the war effort

( ) 11. School conducts community forums on post-war problems

( ) 12. Establishing a community consumer information center at the school in coöperation with Civilian Defense Agencies

### REPORT ON THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

Another year has rolled around and it becomes my duty again to bring the Southern Association of Colleges and Secondary Schools down to date on the Coöperative Study of Secondary School Standards. As you know perhaps, it has been a year of inactivity on the part of the Committee. The materials having been produced and in the hands of the various regional associations for use, it has been the duty of the Administrative Committee to keep an ample supply of materials printed, in stock, and available for quick shipment to schools and committees asking for them. This, as you know, is being done by the American Council on Education.

The Administrative Committee of the Study met in Chicago this spring while the North Central Association was in session. We held one open meeting at which time we got a goodly number of the members of the General Committee of the Study to confer with us on many of the general and special problems of the program. We merely talked over the way the study was being managed, the printing and distribution of the materials used, etc., etc. In this way we got a rather good check-up on the whole matter and many good suggestions for future use. At the conclusion of several meetings and conferences in Chicago the Administrative Committee agreed upon a tentative contract for presentation to the American Council on Education when time came to renew the contract then in force. Later the tentative contract was presented to the Council and adopted for use. It follows:

BASIS OF AGREEMENT ON DISTRIBUTION OF PUBLICATIONS OF THE  
COÖPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS BY  
THE AMERICAN COUNCIL ON EDUCATION  
July 1, 1942—June 30, 1943

1. The American Council on Education to store, ship, bill and collect accounts, on all materials of the Coöperative Study of Secondary School Standards, effective July 1, 1942.
2. The Council to continue its publications staff Miss Dorothy Riemensnyder and part-time workers to be kept as long as the volume of business warrants their employment. After that time the work to be carried on by the regular staff of the Council.
3. The Council to pay a representative of the Coöperative Study a fair sum for consultation service on inquiries regarding the materials. The Council will collect experiences regarding their use on a form to be furnished by the Coöperative Study, such materials to be turned over to the Coöperative Study for interpretation and implementation. The "X" blanks will be gathered from the state departments of education and stored by the staff of the Council.
4. The Council, in consultation with the Coöperative Study, to pay for and make available to regional, state and national groups, promotional materials.
5. The Council to pay for reprinting materials to keep a sound inventory on hand.
6. The Council to pay semi-annually on January 1 and July 1 to the Coöperative Study of Secondary School Standards their share of the gross receipts on the following basis:
  - a. *For Materials Owned by the Cooperative Study:* The Council will transfer to the Coöperative Study 35 per cent of the net sales value of all materials taken over from the Coöperative Study. Net sales value shall be estimated at 90 per cent of list retail price.
  - b. *For New Materials Printed and Owned by the Council:* The Council will transfer to the Coöperative Study 15 per cent of the gross receipts from sales for the year 1942-43 after (a) above has been paid.
7. This publication agreement to be reviewed with the Coöperative Study at the end of the year and any revisions made by mutual consent.

(Signed) DONALD J. SHANK

*Assistant to the President,  
American Council on Edu-  
cation*

(Signed) CARL A. JESSEN

*Secretary-Treasurer, Co-  
operative Study of Secondary School  
Standards*

I. *Assets Dec. 1, 1942*

U. S. War Savings Bonds, Series G.....	\$ 7,700.00
Savings Account in American Security and Trust Co.....	107.93
Checking Account at American Security and Trust Co.....	475.34
Total.....	\$ 8,283.27

## II. *Budget for 1942-43*

The following budget was approved for the year beginning July 1, 1942:

Secretarial and clerical assistance.....	\$ 200.00
Circularization.....	75.00
Printing (if needed for publication of Mr. Hawkins' Study).....	500.00
Postage and express.....	50.00
Administrative Committee (two meetings).....	300.00
Contingent fund.....	100.00
Total.....	\$ 1,225.00

A final phase of the study has to do with certain follow-up work of the Committee. To be exact we are endeavoring to do three things, namely, get reactions from the principals of the schools evaluated each year; get reactions and information from the committees of trained men administering the Evaluative Criteria each year; and finally, gather up and accumulate over a period of years all the X- or summary blanks of the schools evaluated. These three follow-up activities are:

### *A. Blanks Filled by the Principals of Schools Evaluated*

The principal of each school evaluated is being asked to fill a form-page questionnaire giving us certain data. We are seeking here to get the reactions of the heads of the schools evaluated as to possible improvements in the criteria. We are endeavoring also to locate short-comings, weaknesses, strengths, etc., in the criteria from the principals while they are still vivid in their minds.

### *B. Blanks Filled by the State Chairmen Administering the Evaluations*

In this effort we are endeavoring to learn from those administering the program wherein improvements can be made. The data sought here seeks to answer the question: What suggestions, alterations, revisions, etc. do you feel are advisable in the light of your experience in evaluating schools?

By throwing together the suggestions of the heads of the schools evaluated and those of the ones doing the evaluation, we hope to gather over a period of years ample data for use in revising the whole criteria. In the light of probably five or more years of experience, with a wealth of data gathered from superintendents, principals, teachers, counselors, state department officials, college instructors, etc., we should be able to effect a worthwhile revision of the criteria that are now in use. It is for this purpose we are endeavoring to accumulate a financial balance sufficient for the task.

### *X-Blanks—Summary of Entire Evaluative Criteria*

We're slowly gathering these summary blanks for schools that have been evaluated. From these X-blanks gathered in large numbers over a period of years we hope eventually to revise the criteria and rework the norms now used. It is for this purpose chiefly that we are slowly accumulating a fund through the sale and distribution of the materials developed by the study.

Let me say in conclusion that we are summarizing each year the blanks filled by the principals as well as those filled by the visiting committees. These data are being accumulated, filed, and preserved for the day when we hope to revise the study in the light of all the suggestions, etc. that will accumulate. It is to finance



such an undertaking that we are slowly building a fund as indicated in the first part of this report.

JOSEPH ROEMER,  
*Chairman, Administrative Committee  
of the Cooperative Study of  
Secondary School Standards*

The report was adopted, and the session adjourned.

#### MEETING OF WEDNESDAY MORNING, DECEMBER 2, 1942

Members of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research met with the Commission on Secondary Schools. Chairman Bassich presided.

The program of Wednesday morning consisted of three presentations concerning the services of the Southern Association Study, and of two addresses. The services of the Southern Association Study were ably presented by a secondary school principal, T. Q. Srygley, Thomas Jefferson High School, Port Arthur, Texas; a state high school supervisor, E. R. Jobe, State Department of Education, Jackson, Mississippi; and a college representative and staff member of the Southern Association Study, E. A. Waters, University of Tennessee, Knoxville. These three speakers told of the extensive services that have been rendered by the Southern Association study to secondary schools, state departments of education, and colleges, and indicated an imposing list of services that can be rendered by the Southern Study. All three mentioned the desirability of the Staff of the Southern Study publishing detailed reports of work done in the participating secondary schools of the Study. Dr. Waters listed the following outcomes of the Southern Association Study which seem valuable as resources in attempts to meet our present educational obligations and responsibilities:

One such outcome of the Study is the discovery of ways that a teacher or school faculty can develop educational programs that better meet the needs of those served by the program. Some of the schools in the Study have developed and acquired considerable expertness in the use of techniques, through which needs are identified, ways and means of meeting these needs are developed and executed. In schools and communities where these techniques have been used, the incidence of disease and malnutrition has been reduced, needed food production programs have been planned and carried out, the cultural life of the community has been enriched, the vocational competence of the youth has been increased, and the school has become the educational service center for the entire community. Unpublished school reports include descriptions of the techniques used by school faculties in developing these programs. This outcome will, if publicized and used, be a valuable asset to those attempting to develop an educational program which will meet the present basic demands upon our schools.

Another outcome of the Commission's study is in the firm of direct and "on-the-spot" techniques through which functional school and community educational programs can be formulated and carried out. The use of these techniques bridges

the historic gap between the local school community and the resources of nearby universities and teacher-education institutions. It is possible, through the use of these techniques, for teachers, children, administrators, college and university specialists to work directly in the school and community, to identify the needs of the community, to plan a program for meeting these needs and—through cooperative democratic actions—to carry out the program. The present critical need for inservice training of teachers makes the value of this outcome of the Study obvious. Descriptions of these techniques and the uses that have been made of them by college and public school groups are to be found in the unpublished reports of colleges and schools. It seems important that these findings be publicized to the end that they can, with proper adaptation, be widely used by schools in the southern area during the present emergency.

Industry uses the term “the know how” of its skilled workers. Many teachers that have taken part in the Study have acquired an analogous “know how” in education. This is a third important outcome of the Study. The unpublished reports of the work of school faculties and individual teachers contain descriptions of this educational “know how.” Some of these skills are the very ones needed today in order that classroom teaching and school programs generally may be shaped to meet present responsibilities of our schools. The services of the teachers who possess these skills are available and can be of material assistance to other teachers and school faculties engaged in the improvement of their educational programs.

A further outcome of the Study is to be found in the unpublished descriptions of how individual teachers have gone about improving the teaching of their subject matter. It is often helpful to know how others have met and solved problems similar to our own. Teachers profit by exchange of such ideas and experiences. The teachers engaged in the Study have, collectively, accumulated a potentially valuable store of information concerning better teaching of mathematics, science, health, nutrition, and the social sciences. The skills these teachers have developed include a method of teaching that is not restricted to following the subject matter outlined in a single textbook. This skill is a valuable tool in meeting today’s teaching responsibilities.

Still another outcome of the Study concerns cooperative, democratic group action. The *manner* in which things are done is usually as important as the things themselves. Regimentation of people and the subordination of civilian needs to military needs is a *thing* that has been done in our own country as well as in the countries of our enemies. But we believe that there is a vast difference in how it has been done. We have built roads and so have our enemies, but there has been a difference in the *manner* in which it has been done. And this difference in *manner*—in *how* things are done—represents much that we are fighting to preserve. On these grounds, those engaged in the Study can easily justify the emphasis that they have given to improving the *how* of doing things educational. A major outcome of the Study is the acquisition of skill in the seemingly simple, yet too seldom used, democratic way of doing things. A way in which each person assumes the responsibilities that are associated with our freedoms to express opinion, to differ, to share in formulating policies, to help decide courses of action, to respect the integrity of individual personality, and to evaluate what is done. Many teachers and principals have, through the Study, acquired the skill of *using* democratic principles in their teaching, in the revision of educational programs, and in carrying on regional or community educational programs. This is a tool of first value in solving today’s problems.

All three of these addresses will appear in full in an early issue of the SOUTHERN ASSOCIATION QUARTERLY.

Lt. Commander Ralph Sentman, U. S. Navy (Retired), was introduced by the Chairman and addressed the Commission on the subject, "The Secondary Schools Have a Place in the Navy's Program." Lt. Commander Sentman stressed the point that "The Navy desires primarily that emphasis be placed on the subjects physical education, mathematics, the physical sciences (especially physics), English, and American history." He indicated also the need for offering pre-induction courses. He pointed out the seriousness of the present war situation saying that "our freedom and entire civilization are at stake." Lt. Commander Sentman's entire address will appear in a subsequent issue of the SOUTHERN ASSOCIATION QUARTERLY.

Chairman Bassich introduced Dr. Ben D. Wood, Chairman, Joint Committee Advisory to the Civil Aeronautics Administration and the United States Office of Education, who addressed the Commission on the subject, "Educational Statesmanship for the Air Age."

The entire address will appear in a subsequent issue of the SOUTHERN ASSOCIATION QUARTERLY.

Following a number of announcements the Commission adjourned until 2:00 P. M.

#### MEETING OF WEDNESDAY AFTERNOON, DECEMBER 2, 1942

The final session of the Commission was devoted to committee reports. Chairman Bassich presided. The reports follow in order.

#### REPORT ON THE SOUTHERN ASSOCIATION QUARTERLY

##### *Financial Report*

Payments December 1, 1941-October 31, 1942, with estimate for November

##### *Paper Account*

Annual Supply of paper on hand, March 15,	
with Edwards & Broughton Co. to be used	
in publishing the QUARTERLY	\$ 1,000.00
Paper used prior to November 1	500.00

Paper on Hand, November 1	\$ 500.00
(Of this, \$250.00 worth was used in November. See statement below)	

##### *Expenses*

To repay advances by Duke	
University Press for pub-	
lishing and mailing QUAR-	
TERLY (including reprints):	
November 1941 Reprints	\$ 93.16

February Issue	\$ 1,445.06	
February reprints	124.65	
May Issue	\$ 606.31	
Less paper owned		
by QUARTERLY	250.00	356.31
May Reprints.....		45.32
August issue	\$ 855.67	
Less paper owned		
by QUARTERLY	250.00	605.67
August Reprints		34.26
Copyright, mailing and publishing expenses	121.26	\$ 2,825.69
<hr/>		
Clerical Help:		
Dec. 16, 1941-March 6, 1942	\$ 5.25	
Dec. 7, 1941-June 30, 1942	86.00	
July 6, 1942-Oct. 31, 1942	54.60	
Aug. 5, 1942-Sept. 19, 1942	9.00	154.85
<hr/>		
Office Supplies		42.60
Stamps		43.32
Paper used for May and August (See Paper Account)		500.00
Total expenses for February, May, August issues		\$ 3,566.46
*Estimated expense for November issue (including paper \$250.00)		750.00
<hr/>		
Total expenses for 1942		\$ 4,316.46
Paper carried forward for 1943		250.00
<hr/>		
Total expenditures for 1942		\$ 4,566.46
<hr/>		
<i>Receipts</i>		
Paid subscriptions, single copies, and reprints:		
Dec. 1, 1941-June 30, 1942	\$ 348.07	
July 1, 1942-Oct. 31, 1942	66.99	415.06
<hr/>		
Net Expenditures		\$ 4,151.40

After deducting from expenditures the receipts of \$415.06 from paid subscriptions, single copies, and reprints there is a balance of \$348.60 left from the appropriation made to the QUARTERLY at the Louisville meeting of \$4,500 plus receipts. These receipts are merely those made by the Duke University Press and do not include any sales of proceedings volumes by the Secretary-Treasurer of the Association. It will be observed that the expenditures include \$250 worth of paper for printing the February issue.

(\* The estimate for November does not include either the cost or receipts involved in the reprints of the Work Conference on Higher Education).

In past years the balance for the *QUARTERLY* from the appropriations, including receipts from sales have been as follows:

- 1937-38—\$701.15 from an appropriation of \$5,500 plus \$97.40 receipts.
- 1938-39—\$1,302.04 from an appropriation of \$5,000 plus \$223.93 receipts.
- 1939-40—A deficit of \$3.90 from an appropriation of \$4,000 plus \$213.83 receipts.
- 1940-41—\$217.81 from an appropriation of \$4,298 plus \$578.52 receipts.
- 1941-42—\$91.61 from an appropriation of \$4,000 plus \$187.30 receipts.
- 1942- —\$348.60 from an appropriation of \$4,500 plus \$415.06 receipts.

If you have the patience to check these figures with those published in the auditor's annual report for the Association, you will have to do two things to effect a reconciliation: (1) add up the years for totals in order to wipe out variations due to closing the Treasurer's books for audit before bills slow in presentation have come in; (2) look for receipts from the *QUARTERLY* as credited to the general revenue of the Association. However, the fact remains that we have for six years contrived to stay within our budget except for one deficit of \$3.90.

We this year published a volume of 596 pages, trying to put into each issue not only material of current interest but also some material the school people of the South might find worthy of preservation. We have received more favorable comment upon the August number devoted largely to the theory and problems of the two-year A. B. than upon any other issue we have published. It has also been gratifying to receive now and then friendly comments upon the editorial notes. I mention this not only to express my appreciation to those commenting but to remind you again that while the notes express the editor's personal opinions the fact of his expressing opinion on a matter of controversial interest constitutes an invitation to any member of the Association to express his views of the matter. Whenever there is enough interest, we can work up a good forum discussion.

The *QUARTERLY* was also glad to publish the second report of the Work Conference on Higher Education. It would be gratifying if we could devote half of at least two numbers to outstanding reports of this kind. I again point out that printing a monograph in the *QUARTERLY* insures better preservation of its contents when they are of more than temporary interest, aside from the fact that reprints are less expensive than original printing.

Respectfully submitted,  
HOLLAND HOLTON, *Editor*

The report was accepted.

#### REPORT OF THE COMMITTEE TO STUDY HIGH SCHOOL AND COLLEGE GUIDANCE AND COLLEGE FRESHMAN ACHIEVEMENT

The functions of this committee, as they have been carried on the past three years, have imposed heavy burdens on school administrators and especially college registrars, and the latter at a time of the year when the burden of clerical work is heaviest. Your committee is aware that present operating conditions in both the colleges and the secondary schools are somewhat abnormal and that there is every expectation that these conditions will be further aggravated in the months immediately ahead. Supplies and clerical help needed by the committee are increasingly difficult to get. Despite these conditions the response from member colleges has been quite gratifying—a circumstance which is sincerely appreciated by the Committee.



Your Committee now has accumulated annual reports on college freshmen achievement from about 200 colleges for a period of three years. Collecting and organizing this material has been a somewhat expensive and laborious task. In accordance with the original plan the Committee now feels the further collection of freshmen achievement data should be discontinued, not only because of clerical difficulties mentioned above, but also to provide opportunity to study the material now on hand. In making this decision the Committee wishes particularly to express its gratitude to the many registrars who have generously coöperated in supplying data. The Committee is of the opinion an appropriation of approximately half of what has been expended in each of the three past years should be available to organize the materials now on hand for report to this Commission at the next meeting.

The other aspect of the Committee's work, namely guidance, has assumed unexpected importance because of our sudden participation in the war. If ever American youth needed wise counsel and guidance, they need it today. Events are moving swiftly, particularly since the lowering of the draft age to include the eighteen- and nineteen-year-old boys. The prospect of immediate induction into the armed forces or into industrial activities connected with the war effort makes it imperative that both boys and girls receive timely information and guidance on all of these matters.

Most colleges have for many months been compelled by circumstances to take recognition of these facts, and most institutions of higher learning have individuals or committees whose duty it is to coördinate all information pertaining to military matters and to counsel with students concerning their relations to the war effort. Now all high schools find themselves confronted with these same problems. Indeed the task of guidance must go much deeper. Speakers at this convention have voiced the belief that the choices and training our youth make for the war emergency must also take into account what training they must have for the peace to follow. The boy or girl who utilizes his abilities best in the service of his country will probably be better prepared to live effectively after the war. These combined factors make a serious approach to the problem of guidance in the secondary school both imperative and difficult and certainly one which cannot be neglected or taken lightly by faculties and administrative officers.

In view of these facts it is recommended:

1. That the work of the Committee to study High School and College Guidance and College Freshman Achievement be continued.
2. That the Committee discontinue gathering additional reports on grades but devote the coming year to a detailed study of materials now on hand for a report at the next meeting of the Association.
3. That the Committee be empowered to work coöperatively with the chairmen of the various state committees to the end that effective programs of guidance in the present emergency may be established in all our member secondary schools where such programs are not already organized and operating.
4. That a budget of not less than \$400 be provided for the Committee for the ensuing year.

Respectfully submitted,  
R. F. THOMASON, *Chairman*

The report was accepted.

## REPORT OF THE COMMITTEE ON LIBRARY

The report of the Library Committee this year deals with two aspects of the situation:

1. Number of students enrolled in library training school, and
2. The demand for librarians.

## NUMBERS OF STUDENTS ENROLLED IN LIBRARY TRAINING SCHOOL

School	Enrollment		Completed 24-30 Semester Hours Library Science	
	Summer School 1942	Regular Session 1942-43	Regular Session 1941-42	Summer School 1942
Alabama				
University of Alabama	35	26	7	20
Florida				
Florida State College for Women	6+49*	5+39*	3	0
Georgia				
Emory University	37	13	16	12
University of Georgia	15	0	0	0
Kentucky				
Murray State Teachers College	21	11	5	3
Berea	0	10	0	0
Western Kentucky State Teachers College	13	5	0	0
University of Kentucky	40	29	8	10
Louisiana				
University of Louisiana	133 (1st term 79 2nd term 54)	25	25	33
North Carolina				
University of North Carolina	61	25	30	17

\*Students in Children's Literature not enrolled as Library Science Students.



## DEMAND FOR LIBRARIANS

Answering the question, "To what extent is the demand for librarians greater than the supply for the session 1942-43," some of the Library Science Departments responded as follows:

"The teacher placement bureau reports there were 27 calls for librarians for this year, with only 12 registered as being available";

"Eighteen requests came in for 1942: we had three graduates";

"Since June 1, 1942, there have been three positions to every graduate of the June and August graduating classes: this number includes all types of library positions";

"We could place all we could train";

"Demand three times supply";

"Unable to supply librarians for three positions up to October 24, 1942";

"Very much greater for full time librarians";

"Double";

"Nine applications made to us for librarians were not filled";

"Twice as great, perhaps more";

"Since September 1 we have been asked to make recommendations for nine positions but we had no one available."

It is hoped that every possible effort will be made to train sufficient librarians to meet the demands.

J. HENRY HIGHSMITH,  
*Chairman, Library Committee.*

The report was accepted.

REPORT OF THE JOINT COMMITTEE OF THE COMMISSION ON  
INSTITUTIONS OF HIGHER EDUCATION AND THE COMMISSION  
ON SECONDARY SCHOOLS ON DESIRABLE ARTICULATION IN  
THE ACADEMIC CALENDARS OF SECONDARY SCHOOLS  
AND COLLEGES TO FACILITATE ACCELERATION  
(See page 93, Minutes of the Association)

The report was adopted.

REPORT OF THE JOINT COMMITTEE OF THE COMMISSION ON  
INSTITUTIONS OF HIGHER EDUCATION AND THE COMMISSION  
ON SECONDARY SCHOOLS ON THE ACCELERATION OF THE  
PROGRESS OF HIGH SCHOOL STUDENTS THROUGH  
THE HIGH SCHOOLS

W. L. Spencer, chairman, reported that the members from the Secondary Commission met with the members from the Commission on Institutions of Higher Education and that no decision had been reached. He suggested that the Commission go on record as to whether or not it approved or disapproved of the recommendation on acceleration originally presented by the Central Reviewing committee. (See pages 135-136.)

A substitute for the original recommendation was offered by Holland Holton, amended by Joseph Roemer, and approved in the following form:



That this Commission at the present time refrains from expressing its opinion as to the desirability of admitting students to college by examination who have not graduated from high school but we earnestly request the Executive Committee of the Association and the Commission on Institutions of Higher Education to set up a standing committee with power to act in approving or disapproving, on an experimental basis, from year to year, but no longer than the duration of this emergency, any and all plans that member colleges or groups of member colleges may present for admitting students who have not obtained diplomas from secondary schools.

That when this standing committee is set up it be instructed to consider carefully such minimum standards as these: (1) any student admitted to examination should have completed at least the first half of his senior year in high school; (2) he should have standing in the highest one-third of his class; (3) he should be at least sixteen years of age before entering college and be recommended by his secondary school principal as probably having sufficient maturity to adjust himself to college conditions; (4) the examination given by the colleges should demonstrate that the student in general ability and in preparation in such subjects as mathematics and English stands above the lowest 40 per cent admitted to the college or colleges within the past two or three years.

That it be further recommended to the standing committee, when such situation arises as to make it desirable for it to consider plans for the admission of students by examination, that it encourage the giving of such examinations uniformly by groups of colleges rather than by separate institutions.

Dr. Joseph Roemer moved an amendment to the substitute motion leaving the matter to the discretion of the Executive Committee as to whether it might not itself serve as the committee provided in the substitute, with or without appointing additional personnel. Motion adopted.

W. L. Spencer moved that the Commission express its desire to render any service it can in the war effort and to cooperate in any way with the Executive Committee or the Commission on Institutions of Higher Education.

Motion was carried.

#### REPORT OF COMMITTEE ON APPEALS

Two matters came before the Committee, as follows:

1. The Eustis High School of Florida appealed through Dr. J. Hooper Wise, chairman of the State Committee, from a warning imposed by the Central Reviewing Committee for Public Schools on the ground that the school did not have a full-time librarian because the librarian had been assigned certain classes to teach. The State Committee had given the school a dead-line to remedy this situation and Dr. Wise stated that the teacher had actually been relieved when action was taken against the school but through mischance he failed to receive notice in time. He, therefore, on behalf of the Florida State Committee, asked that the warning to Eustis High School be deleted. This Committee recommends that the appeal be granted.

2. The Technical High School of Atlanta, Georgia, appealed from being dropped by the Central Reviewing Committee for public schools. The school admittedly

has a bad organization of pupil and teacher load reaching back over a period of years, but it seems to have been given a clean record two years ago and was merely advised last year by the Central Reviewing Committee although the State Committee had recommended a warning. This year, although material improvement had been made, it was dropped on recommendation of the State Committee. Five members of the State Committee met this morning and referred the school to the Committee on Appeals without prejudice and requested the chairman of their committee to appear with Dr. H. Reid Hunter, Assistant Superintendent, Atlanta Public Schools, in charge of High Schools, and Mr. Yaden, chairman of the Georgia Committee, before the Committee on Appeals. Dr. Hunter convinced the Committee on Appeals, (1) that the report misrepresents the school in certain serious particulars, such as counting approximately 125 students enrolled in classes who had already dropped out before the State Committee passed on the school, (2) that the outstanding weaknesses of the school had existed over a period of years with the school being given a clean bill of health two years ago and merely advised last year, (3) that real improvement has been made the last year, (4) that the school with a pupil-teacher ratio of only 27.5 could remedy the principal difficulties by thorough reorganization next semester, which Dr. Hunter pledged himself to supervise, (5) that the school, which has been a member school since 1917, has an enviable record in its organization for the war effort.

The Committee, therefore, recommends that the Technical High School be warned and not dropped, in full faith that the reorganization proposed by Dr. Hunter will be carried out.

Respectfully submitted,

G. W. FORD

E. R. JOBE

M. R. HINSON

ROBERT B. CLEM

HOLLAND HOLTON, *Chairman.*

Report was adopted.

#### REPORT OF THE AUDIT COMMITTEE

We, the members of the Audit Committee, have thoroughly reviewed the records of the Executive Secretary of the Commission on Secondary Schools. We have likewise inspected the annual reports of the chairmen of the various state committees.

We find these reports to be accurate in every detail.

The expenditures of the Executive Secretary are properly substantiated by vouchers and receipts.

These have been compared and re-checked with the accounts of the Treasurer of the Association and are found to be correct in every instance.

The total amount budgeted by the Association for the Commission on Secondary Schools for the period of December 1, 1941 to December 1, 1942 was \$10,205.00. The amount of expenditures was \$8,855.79, thus leaving a balance of \$1,349.21.

This amount is attested to in the attached financial statement of the Secretary of the Commission.

It is the wish of the Committee to commend Dr. Frank Jenkins for his painstaking handling, and for his accurate reporting of the finances of the Secondary Commission.

Respectfully submitted,  
W. L. SPENCER, *Chairman*,  
E. N. JONES  
P. H. DAGNEAU

## FINANCIAL STATEMENT

COMMISSION ON SECONDARY SCHOOLS, DECEMBER 1, 1941—DECEMBER 1, 1942

		Spent	Budget
1. Printing Annual Report Blanks:			
September 28, Cullom & Ghertner Co.	\$ 57.10	\$ 57.10	\$ 100.00
2. Stamps			
December 16, Joseph B. Bassich	5.00		
January 23, F. C. Jenkins	10.00		
March 16, F. C. Jenkins	10.00		
September 29, F. C. Jenkins	10.00	35.00	50.00
3. Express			
June 8, Sara Cathey	1.53		
September 28, Cullom & Ghertner	12.58		
September 29, F. C. Jenkins	1.60	15.71	40.00
4. Certification of Schools			
December 15, F. C. Jenkins	18.21		
December 30, Cullom & Ghertner	17.20		
March 16, Cullom & Ghertner	1.35		
July 17, Cullom & Ghertner	35.95	72.71	75.00
5. Secretarial Hire			
June 8, Sara Cathey	3.50		
July 9, Sara Cathey	5.00		
July 11, Mrs Celia Pitts Yarbrough	50.00		
July 22, Sara Cathey	105.00	163.50	300.00
6. Stationery for Secretary			
January 21, Cullom & Ghertner	20.80	20.80	40.00
7. Telegrams, Telephone, etc.			
October 20, Vanderbilt Hospital	1.90	1.90	25.00
8. Convention Expenses			
December 1, W. L. Spencer	9.80		
December 1, J. D. Riddick	11.00		
December 1, J. McTyeire Daniel	20.00		
December 1, J. Harold Saxon	11.00		
December 3, R. R. Ewerz	9.65		
December 1, J. L. Yaden	11.00		
December 2, E. R. Jobe	10.00		
December 2, Fred M. Alexander	12.00		
December 2, J. Hooper Wise	9.50		
December 2, M. E. Ligon	7.50		
December 3, R. E. Chaplin	11.50		
December 3, A. B. Combs	10.00		
December 10, Mrs. D. C. Kemper	44.25		

		Spent	Budget
	December 10, Sara Cathey	\$ 29.15	
	December 15, A. B. Crawford	11.00	
	December 16, Eleanor Mahan	25.00	
	December 16, J. M. Smyth	15.00	
	December 16, F. C. Jenkins	9.90	
	December 16, Sara Cathey	4.72	
	February 2, Morris R. Mitchell	23.12	\$ 295.09
9.	Travel in Making Program		\$ 500.00
	July 20, F. C. Jenkins	30.95	
	July 31, J. B. Bassich	6.43	37.38
10.	Standing Committee on Standards		50.00
	May 15, Cullom & Ghertner	35.00	35.00
11.	Inspection of Secondary Schools		75.00
	December 16, Alabama	398.00	
	December 16, Florida	725.00	
	December 16, Georgia	767.00	
	December 16, Kentucky	767.00	
	December 16, Louisiana	802.00	
	December 16, Mississippi	488.00	
	December 16, North Carolina	333.00	
	December 16, South Carolina	303.00	
	December 16, Tennessee	571.00	
	December 16, Texas	1,558.00	
	December 16, Virginia	488.00	7,200.00
12.	Library Committee		
	(Paid by Treasurer of the Southern Association without requisition from Secretary of the Commission on Secondary Schools)	181.68	300.00
13.	Committee to Study High School and College Guidance and College Freshmen Achievement		
	November 24, Cullom & Ghertner	85.50	
	December 16, R. F. Thomason	116.20	
	January 16, Theodosia Snyder	80.00	
	February 25, Theodosia Snyder	40.00	
	March 16, Theodosia Snyder	40.00	
	April 21, Theodosia Snyder	40.00	
	August 20, The Triangle Press	107.22	
	August 20, Barbara Switzer	40.00	
	September 23, Barbara Switzer	40.00	
	October 20, Barbara Switzer	40.00	628.92
14.	Committee on Evaluation		800.00
	September 5, J. G. Umstatt	25.00	25.00
15.	National Committee on Coördination in Secondary Education		100.00
	April 27, Dr. Carl G. F. Franzen	50.00	50.00

16. Contingent Fund		Spent	Budget
March 27, Duke University Press	\$ 36.00	\$ 36.00	\$ 500.00
Total		\$ 8,855.79	\$10,205.00
Balance Unspent		1,349.21	
Total		\$10,205.00	\$10,205.00

Report accepted.

### REPORT OF BUDGET COMMITTEE

The following budget was approved as presented:

### BUDGET

#### COMMISSION ON SECONDARY SCHOOLS, 1942-43

1. Printing Annual Report Blanks	\$ 65.00
2. Stamps	50.00
3. Express	40.00
4. Certification of Schools	20.00
5. Secretarial Hire	300.00
6. Stationery for Secretary	40.00
7. Telegrams, Telephone, etc.	25.00
8. Convention Expenses	325.00
9. Travel in Making Program	50.00
10. Standing Committee on Standards	40.00
11. Inspection of Secondary Schools	7,500.00
12. Library Committee	300.00
13. Committee to Study High School and College Guidance and College Freshmen Achievement	300.00
14. Committee on Evaluation	100.00
15. Southern Association Study Materials	300.00
16. Contingent Fund	500.00
Total	\$ 9,955.00

Respectfully submitted,  
W. E. PAFFORD  
J. McT. DANIEL  
J. G. UMSTATT  
J. HENRY HIGHSMITH  
A. B. BRISTOW, *Chairman.*

### REPORT OF RESOLUTIONS COMMITTEE

1. Whereas the representatives of the armed forces of our country have shown that effective schools of all levels are essential to the war effort, therefore be it resolved that since the schools of this region are endeavoring to meet war demands but are unable to do so on account of inadequate finances, loss of qualified teachers, and inability to provide additional services, we urge the Congress of the United



States that it no longer delay in providing Federal aid for the elementary and secondary schools in accordance with the provisions of Senate Bill 1313.

2. *Be it resolved*, that the Commission on Secondary Schools request the Commission on Institutions of Higher Education to recognize for college entrance credits earned in any one of the service areas of the High School Victory Corps.

3. *Be it resolved*, that we express our appreciation to the Chairman and other officers of this Commission for the interesting and illuminating program that has been so effectively arranged and presented.

4. *Be it resolved*, that we thank the management of the Peabody Hotel and those individuals and organizations that have generously contributed to the success and pleasure of this meeting in Memphis.

Respectfully submitted,  
J. L. COBB  
ERNEST C. BALL  
M. R. HINSON  
MARK GODMAN, *Chairman*.

Report adopted.

#### REPORT OF NOMINATING COMMITTEE

The Nominating Committee recommends the following for officers of the Commission on Secondary Schools for the year 1942-43:

Chairman: R. R. Vance, Supervisor, Division of High Schools, State Department of Education, Nashville, Tennessee.

Vice Chairman: Joseph B. Bassich, S. J., Loyola University, New Orleans, Louisiana

Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

W. H. SUMRALL, *Chairman*.

Report adopted.

Father Bassich thanked the Commission for the splendid cooperation given him as its Chairman. He then introduced R. R. Vance, Supervisor, Division of High Schools, State Department of Education, Nashville, Tennessee, the new chairman, who expressed appreciation for his election as Chairman of the Commission on Secondary Schools and asked the cooperation of all members in the work ahead.

Upon proper motion duly seconded the Commission on Secondary Schools was adjourned by the Chairman *sine die*.

#### STATISTICAL DATA ON SCHOOLS

TABLE I

THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

Session	Year	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23

## THE SOUTHERN ASSOCIATION QUARTERLY

4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
19	1913	125	36	161
*20	1914	308	70	278
**21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1,026
35	1929	921	184	1,105
36	1930	985	190	1,175
37	1931	1,014	180	1,194
38	1932	1,019	174	1,193
39	1933	1,000	183	1,183
40	1934	1,018	185	1,203
41	1935	972	182	1,154
42	1936	1,004	179	1,183
43	1937-38	1,008	179	1,187
44	1938-39	1,019	187	1,206
45	1939-40	1,016	184	1,200
46	1940-41	1,028	184	1,212
47	1941-42	1,028	186	1,214
48	1942-43	1,051	186	1,237

\* No list for Florida or Arkansas.

\*\* Full report for all 13 Southern States.

TABLE II

THE NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED  
BY THE COMMISSION FOR 1942-43

States	Public	Private	Total
Alabama	57	9	66
Florida	99	23	122
Georgia	117	18	135
Kentucky	100	27	127
Louisiana	131	12	143
Mississippi	76	7	83
North Carolina	45	15	60
South Carolina	46	5	51
Tennessee	72	28	100
Texas	248	15	263
Virginia	60	24	84
Extra-Territorial	0	3	3
Total	1,051	186	1,237
Per Cent of Total	85	15	100

TABLE III

SHOWING THE SIZE OF THE SECONDARY SCHOOLS INCLUDED IN THE REPORT  
SCHOLASTIC YEAR 1942-43

States	Number Schools	Under 100	100- 199	200- 499	500- 999	1,000 1,999	Over 2,000
Alabama	66	7	7	31	15	3	3
Florida	122	15	28	50	15	13	1
Georgia	135	14	43	54	17	7	0
Kentucky	127	10	36	60	16	5	0
Louisiana	143	22	45	51	15	9	1
Mississippi	83	12	26	36	6	3	0
North Carolina	60	10	8	17	18	7	0
South Carolina	51	1	8	23	13	6	0
Tennessee	100	9	21	45	18	6	1
Texas	263	17	75	99	36	33	3
Virginia	84	11	14	36	11	11	1
Extra-Territorial	3	2	0	1	0	0	0
Total	1,237	130	311	503	180	103	10
Per Cent of Total	100	10.5	25.2	40.6	14.6	8.3	.8

TABLE IV

SHOWING FACTS RELATING TO NUMBER AND SIZE OF SCHOOLS ACCREDITED BY THE  
COMMISSION ON SECONDARY SCHOOLS—SCHOLASTIC YEAR  
1942-43

States	Number Schools	Size of		Number of Trachees		Enroll- ment	Average Per School
		Smallest School	Largest School	Total Number	Average Per School		
Alabama	66	26	3,188	1,487	23	34,222	519
Florida	122	34	2,196	2,375	19	53,352	437
Georgia	135	52	1,490	1,995	15	45,284	335
Kentucky	127	43	1,342	2,005	16	41,803	329
Louisiana	143	48	2,161	2,254	16	48,943	342
Mississippi	83	48	1,261	1,099	13	22,521	271
North Carolina	60	26	1,755	1,302	22	29,358	489
South Carolina	51	90	1,412	1,084	21	24,902	488
Tennessee	100	40	2,026	1,817	18	39,884	399
Texas	263	28	2,195	5,540	21	122,436	466
Virginia	84	47	2,535	2,006	24	41,052	489
Extra-Territorial	3	48	311	31	10	432	144
	1,237			22,995	18.6	504,189	408

TABLE V  
SHOWING NUMBER OF SCHOOLS UNDER 100 AND OVER 1,000. ALSO THE LARGEST AND SMALLEST IN EACH STATE  
SCHOLASTIC YEAR 1942-43

States	Number Schools	Enroll- ing Over 1,000	Enroll- ing Under 100	Largest With Enrollment	Smallest With Enrollment
Alabama	66	6	7	Murphy High School, Mobile	Louie Compton Seminary, Birmingham
Florida	122	14	15	Hillsborough High School, Tampa	Miss Harris' Florida School, Miami
Georgia	135	7	14	Tech High School, Atlanta	Emory University Academy, Oxford
Kentucky	127	5	10	Holmes High School, Covington	Margaret Hall School, Versailles
Louisiana	143	10	22	C.E. Byrd High School, Shreveport	Harris High School, Minden
Mississippi	83	3	12	Meridian High School, Meridian	Chamberlain-Hunt Academy, Port Gibson
North Carolina	60	7	10	New Hanover High School, Wilmington	Blue Ridge School for Boys, Hendersonville
South Carolina	51	6	1	Parker High School, Greenville	Thornwell High School, Clinton
Tennessee	100	7	9	Knoxville High School, Knoxville	Lausanne School, Memphis
Texas	263	36	17	Dallas Tech, Dallas	Sour Lake High School, Sour Lake
Virginia	84	12	11	John Marshall High School, Richmond	Christchurch School, Christchurch Warrenton Country School, Warrenton
Extra-Territorial	3	0	2	American School Foundation, Mexico	Lago Community High School, Aruba, N. W. I.
Total	1,237	113	130		
Per Cent of Total	100	9.1	10.5		



# The Commission on Institutions of Higher Education\*

*Organized in November, 1917*

At the meeting of the Southern Association in Durham, N. C., 1916, a committee was appointed "To submit a plan at the next meeting of the Association for establishing a Commission to undertake the classification of higher institutions of learning." Professor E. A. Bechtel, Professor E. C. Brooks, Dean H. D. Campbell, Professor J. S. Stewart, and Principal J. T. Wright were appointed on this committee.

The Commission on Institutions of Higher Education was organized at the Atlanta, Georgia, meeting in 1917, with Professor Bert E. Young, Chairman, and Dean H. D. Campbell, Secretary. A complete list of the chairmen and secretaries since the organization appeared on page 42 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. Since 1931 meeting places and officers have been as follows:

- 1932—New Orleans, Louisiana. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1933—Nashville, Tennessee. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1934—Atlanta, Georgia. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1935—Louisville, Kentucky. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1936—Richmond, Virginia. President T. H. Jack, Chairman; President Alexander Guerry, Secretary.
- 1937-1938—Dallas, Texas. Chancellor O. C. Carmichael, Chairman; President Alexander Guerry, Secretary.
- 1938-1939—Memphis, Tennessee. Chancellor O. C. Carmichael, Chairman; Vice Chancellor Alexander Guerry, Secretary.
- 1939-1940—Atlanta, Georgia. Chancellor O. C. Carmichael, Chairman; Vice Chancellor Alexander Guerry, Secretary.
- 1940—Memphis, Tennessee. President Rufus C. Harris, Chairman; President C. C. Sherrod, Secretary.
- 1941—Louisville, Kentucky. President Rufus C. Harris, Chairman; Vice President Goodrich C. White, Secretary.
- 1942—Memphis, Tennessee. President Rufus C. Harris, Chairman; President Goodrich C. White, Secretary.

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\* The Commission consists of forty-five persons, representing colleges and schools members of the Association.

## OFFICERS 1943

Chairman: President Rufus C. Harris, Tulane University.  
Secretary: President Goodrich C. White, Emory University  
Executive Council: Chairman and Secretary, *ex officio*; Chancellor O. C. Carmichael, Vanderbilt University; President Theodore H. Jack, Randolph-Macon Woman's College; Chancellor A. B. Butts, University of Mississippi; President L. H. Hubbard, Texas State College for Women; Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama.  
Executive Secretary: Dean M. C. Huntley, University of Alabama.

## MEMBERS OF THE COMMISSION

## COLLEGE MEMBERS

## CLASS OF 1943

Registrar Howard McGinnis, East Carolina Teachers College  
President L. H. Hubbard, Texas State College for Women  
President W. S. Allen, John B. Stetson University  
Dean W. D. Funkhouser, University of Kentucky  
President Frank P. Graham, University of North Carolina  
President D. M. Nelson, Mississippi College  
Chancellor O. C. Carmichael, Vanderbilt University  
President Umphrey Lee, Southern Methodist University  
President J. R. McCain, Agnes Scott College  
President Sam H. Whitley, East Texas State Teachers College

## CLASS OF 1944

President Walter K. Greene, Wofford College  
President Rufus C. Harris, Tulane University  
President J. R. McKissick, University of South Carolina  
Dean J. W. Norman, University of Florida  
President John R. Cunningham, Davidson College  
Dean Fred Smith, University of Tennessee  
President C. B. Hodges, Louisiana State University  
Chancellor A. B. Butts, University of Mississippi  
Professor W. R. Smithey, University of Virginia  
Executive Secretary Ralph B. Draughon, Alabama Polytechnic Institute

## CLASS OF 1945

Dean J. H. Hewlett, Centre College  
President M. L. Smith, Millsaps College  
President Raymond R. Paty, University of Alabama  
President Goodrich C. White, Emory University  
President Theodore H. Jack, Randolph-Macon Woman's College

President E. M. Gwathmey, Converse College  
 President Ralph W. Lloyd, Maryville College  
 Registrar E. J. Mathews, University of Texas  
 President Hubert Searcy, Huntingdon College  
 President F. P. Gaines, Washington and Lee University

#### SCHOOL MEMBERS

##### CLASS OF 1943

Superintendent Lee Kirkpatrick, Paris, Kentucky  
 Superintendent W. H. Shaw, Sumter, South Carolina  
 Headmaster George I. Briggs, Battle Ground Academy, Franklin, Tennessee  
 President E. W. Hardy, Junior College of Augusta, Augusta, Georgia  
 Superintendent H. W. Stilwell, Texarkana, Texas

##### CLASS OF 1944

Principal S. M. Brame, Bolton High School, Alexandria, Louisiana  
 President J. E. Burk, Ward-Belmont School, Nashville, Tennessee  
 Superintendent K. R. Curtis, Wilson, North Carolina  
 Principal A. J. Geiger, St. Petersburg, Florida  
 Superintendent Omer Carmichael, Lynchburg, Virginia

##### CLASS OF 1945

President James B. Young, Jones County Jr. College, Mississippi  
 Superintendent A. C. Flora, Columbia, South Carolina  
 Principal Noble Hendrix, Birmingham, Alabama  
 Superintendent F. W. Murphy, Greenville, Mississippi  
 Principal C. C. Henson, Isidore Newman School, New Orleans, Louisiana

#### COMMITTEES OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

##### COUNCIL OF THE COMMISSION

President Rufus C. Harris	Chancellor A. B. Butts
President Goodrich C. White	Principal Noble Hendrix
Chancellor O. C. Carmichael	President L. H. Hubbard
President Theodore H. Jack	

##### COMMITTEE ON REPORTS

W. K. Greene, Chairman	Umphrey Lee
Raymond R. Paty	Sam H. Whitley
R. W. Lloyd	A. B. Butts
E. M. Gwathmey	George I. Briggs
Howard McGinnis	

## COMMITTEE ON STANDARDS

W. S. Allen, Chairman	Frank P. Graham
J. R. McKissick	C. B. Hodges
W. R. Smithey	

## COMMITTEE ON NEW MEMBERS

J. R. McCain, Chairman	Fred C. Smith
K. R. Curtis	E. J. Mathews
Hubert Searcy	Omer Carmichael

## COMMITTEE ON JUNIOR COLLEGES

D. M. Nelson, Chairman	C. C. Henson
F. W. Murphy	Lee Kirkpatrick
S. M. Brame	E. W. Hardy
H. W. Stilwell	R. B. Draughon
J. E. Burk	A. C. Flora
M. L. Smith	J. B. Young

## COMMITTEE ON NON-MEMBERS

J. W. Norman, Chairman	A. J. Geiger
W. H. Shaw	F. P. Gaines
J. H. Hewlett	

# Report of the Commission on Institutions of Higher Education

MEETING OF TUESDAY MORNING, DECEMBER 1, 1942

The Commission on Institutions of Higher Education was called to order by Chairman Rufus C. Harris at 9:20 A.M. in the Georgian Room of the Peabody Hotel, Memphis, Tennessee.

The Secretary called the roll, and thirty members of the Commission answered to their names. The presence of a quorum was reported.

The minutes of the meeting of the Commission in December, 1941, as printed in the February, 1942 issue of the SOUTHERN ASSOCIATION QUARTERLY, were approved without reading.

On motion of Dean Smith, seconded by Principal Henson, the Commission authorized the Chair to fill for this meeting of the Association any vacancies on the committees of the Commission.

The Chairman announced the appointment of the following committees:

## COMMITTEE ON NOMINATIONS

President L. H. Hubbard  
Executive Secretary Ralph B. Draughon  
Principal C. C. Henson

## COMMITTEE ON BUDGET

President E. M. Gwathmey  
President C. B. Hodges  
President D. M. Nelson

Chairman Harris then presented an address on "Higher Education and the War Effort." Following this address, Vice Chancellor Guerry by invitation of the Chairman addressed the Commission on the same subject. Following these two addresses the Commission unanimously voted appreciation and requested the inclusion of the two in the minutes of the Commission. It was then voted to refer the two papers to a special committee charged with responsibility for drafting a resolution relative to the subject discussed in them, this resolution to be submitted to the Commission at a later meeting. The Chair later appointed President Umphrey Lee, Chancellor O. C. Carmichael, and Professor W. R. Smithey as members of this committee.

By unanimous consent of the Commission the Governor-elect of Georgia, the Honorable Ellis Arnall, was invited to speak to the body. Following his address, Mr. Arnall presented the Honorable Marion Smith, former Chairman of the Board of Regents of the University System of Georgia, and Mr. Smith also spoke to the Commission.



The Commission adjourned at 11:30, to reconvene on Wednesday, December 2.

## MEETING OF WEDNESDAY MORNING, DECEMBER 2, 1942

The Commission was called to order by Chairman Rufus C. Harris at 9:45 A.M. The roll was called by the Secretary and a quorum was reported in attendance.

On motion of Professor Smithey, duly seconded, it was unanimously voted to send a telegram of greetings to Dr. Theodore H. Jack, who was detained from the meetings of the Commission and the Association by illness.

The Commission, after a brief recess, went into executive session to hear the report of the Executive Council.

The Secretary presented the report of the Executive Council.

## REPORT OF THE EXECUTIVE COUNCIL

The Executive Council recommends to the Commission:

*I. That the Executive Council of the Commission on Institutions of Higher Education be given authority to make recommendations directly to the Executive Committee of the Association relative to the restoration to membership of the institutions of higher education of the University System of Georgia when evidence has been submitted that proper legislative action has been taken for the correction of the conditions leading to the suspension of these institutions from membership; and that the Executive Committee of the Association be given authority to take final action, on the basis of such recommendations, relative to such restoration.\**

*II. That Mississippi Southern College be removed from probation and restored to unconditional membership in the Association.*

*III. That because of violation of well-recognized principles of tenure and other unsatisfactory conditions affecting the tone of the institution, Winthrop College be placed on probation.*

*IV. That because of serious violations of well-recognized principles of tenure; because of inaccurate and unwarranted changes in student records; and because of other unsound administrative and educational practices affecting adversely the academic standards and the tone of the institution, Memphis State College be dropped from membership in the Association.*

*V. That the recommendation of the Committee on New Members that the Appalachian State Teachers College be admitted to membership in the Association be approved.*

*VI. That the report of the Committee on Reports be approved.*

\* The authorized procedure was followed by the Executive Council of the Commission and by the Executive Committee of the Association, and the Georgia institutions were duly restored to membership as of September 1, 1942. In this connection it was stated by President H. W. Caldwell, of the University of Georgia, that the name of Mrs. Leila R. Mize, was erroneously listed in the report published on p. 72 of the *QUARTERLY* for February, 1942. He requested for her that note be made at this time that she was not among the staff members "dismissed without hearings" by the University of Georgia system but was given leave of absence "subject to call on special and emergency work as special subject-matter specialist in home demonstration work."—ERROR.

## REPORT OF THE COMMITTEE ON REPORTS

The Committee on Reports has interviewed the representatives of fifteen member institutions.

With regard to the status of member institutions that have been heard at this meeting, the Committee recommends:

1. That Berea College, formerly holding conditional membership, be restored to good standing.
2. That Lynchburg College, formerly on probation, be placed on conditional membership.
3. That Judson College be continued on probation.
4. That Wesleyan College, formerly on probation, be restored to good standing.

During the year 1942-43, the Committee on Reports plans to continue its study of the information gathered from member institutions concerning student academic load and quantitative and qualitative requirements for admission, for continuance in college, and for graduation.

The Committee on Reports desires to continue, during the year 1942-43, its investigation and study of institutional indebtedness, with a view toward the formulation of clearer policies covering this subject.

During the year 1942-43, the Committee on Reports plans to continue its study of library holdings in member institutions with relation to the approved lists of books and periodicals.

The Committee on Reports requests permission to secure from member institutions during 1942-43 specific information regarding admission practices in the various institutions.

W. K. GREENE, *Chairman*  
RAYMOND R. PATY, *Secretary*

*VII. That the recommendations of the Committee on Junior Colleges be approved as follows:*

## REPORT OF THE COMMITTEE ON JUNIOR COLLEGES

The Committee on Junior Colleges make the following recommendations to the Executive Council of the Commission on Institutions of Higher Education:

1. That the following Junior Colleges be accepted for membership in the Association:

Meridian Junior College, Meridian, Mississippi;  
Palm Beach Junior College, West Palm Beach, Florida;  
Pfeiffer Junior College, Misenheimer, North Carolina.

2. That Andrew College, Cuthbert, Georgia, be removed from probation and restored to full standing in the Association.
3. That Young Harris College, Young Harris, Georgia, be placed on probation for failure to meet the standards of the Association.
4. That Pearl River Junior College, Poplarville, Mississippi, be continued on the conditional membership list.
5. That the following Junior Colleges be placed on the conditional membership list:

Mars Hill College, Mars Hill, North Carolina;  
Sue Bennett College, London, Kentucky.

6. That Bethel Woman's College, Hopkinsville, Kentucky, be dropped from membership in the Association because the college has suspended operations.

7. That the membership of the Junior College Committee be increased from ten members to twelve in order to facilitate the work of the Committee.

8. That in those Junior Colleges which have preparatory or high school departments, their audits show specifically receipts and expenditures for each division separately.

9. That the Committee on Junior Colleges be authorized to conduct a survey and inspection of the following Junior Colleges before the next meeting of the Association:

Corpus Christi Junior College, Corpus Christi, Texas;  
Hillsboro College, Hillsboro, Texas

10. That the Committee recommend the continued study of standards numbers eight and nine (financial support and instructional expenditure) and a new study of standard number ten (the library) by all member Junior Colleges in their next annual report.

H. G. NOFFSINGER, *Chairman*  
*Committee on Junior Colleges*

*VIII. That the report of the Committee on Non-Member Colleges be approved.*

#### REPORT OF THE COMMITTEE ON NON-MEMBER COLLEGES

Your Committee examined the reports from sixteen colleges and interviewed representatives from fourteen. A previous study of the reports of these colleges made by Secretary Huntley was very valuable to the Committee. After considering all the information submitted your Committee reports that:

1. Competent leaders are giving these colleges reasonably efficient administration.

2. Some progress in reaching the standards of the Association has been made by every college.

3. Reduction in indebtedness is their most outstanding achievement, some colleges paying off several hundred thousand dollars during the last few years.

4. Advice from your Committee and from Secretary Huntley has been valuable in guiding these colleges in their efforts to meet the requirements of the Association.

5. A letter should go to them from the office of your Secretary giving their present standing in terms of the standards for admission to the Association.

6. It is unwise to discontinue the non-member list at this time. A few days after the close of the last session of this Association war was declared. Educational programs soon were upset and financial hurdles added to all colleges. When your Committee was created in 1926 over 60 colleges were on the non-member list. No college has been dropped from it; only one has voluntarily withdrawn; the others, except those now reporting, have been admitted to membership in the Association. In view of the achievement of the non-member colleges and the conditions all colleges face due to the present war your Committee recommends that the non-member list be continued another year.

HENRY NOBLE SHERWOOD, *Chairman*

*IX. That the following action of the Executive Council be approved:*

The Executive Council had before it several communications relative to modifications of Standard One, having to do with Requirements for Admissions. These communications were referred to a joint meeting of the Committee on Standards and the Committee on Reports. Through a sub-committee of these two committees a report was made to the Council. After careful consideration the Council unanimously recommends that no modification be made in Standard One, except that, in the interest of clarity and of verbal consistency with Standard Three for Junior Colleges, the word "ordinarily" be stricken from the first sentence of Standard One. Further, the Council records by unanimous vote its interpretation of the words "as shown by examination" in the first sentence of Standard One and in the first sentence of Standard Three for Junior Colleges to mean "as shown by examination on fifteen units."

*X. That the following changes in the proposed Statement of Principles be approved and that as thus amended the Statement of Principles be adopted:*

(1) The final sentence in the paragraph numbered one to be amended to read as follows: "This does not preclude special arrangements between institutions and teachers, nor is this to be interpreted to mean that one has the right to be protected by this principle if he teaches the overthrow of the principle or of the system out of which it springs."

(2) The first sentence of paragraph number two be changed to read as follows: "The guarantee of this freedom means security of position after a reasonable probationary period, which is the accepted policy of every stable institution of higher learning."

(3) The final sentence of the paragraph numbered four be changed to read as follows: "When either the board of control or the administration of an institution undertakes to assume duties outside its proper sphere, as defined in the institution's charter, the soundness of the entire educational program is jeopardized."

*XI. That the proposed new Standard relative to Extension and/or Correspondence Courses be reworded to read as follows and that as thus reworded the Standard be approved:*

Extension and/or correspondence courses, when offered by member colleges, should be an integral part of the curricular program, supervised by the college administrative staff, taught by duly appointed and properly qualified members of the staff, and should meet fully the standards of resident courses. The hours for teaching such courses are to be a part of the teachers' scheduled load. Credit for undergraduate courses in the major subject or for more than one-fourth of the work required for the baccalaureate degree shall not be allowed for extension and/or correspondence work. Transfer credit should be allowed only for extension and/or correspondence courses meeting the above qualifications.

*XII. That the following resolution be approved:*

In view of the critical shortage of trained professional and technical workers and of prospective students to be prepared in American Colleges and Universities for essential fields of study related to the war effort, the Commission on Institutions of Higher Education of the Southern Association of Colleges and Secondary Schools here assembled strongly endorse the appropriation of adequate funds in an amount not less than fifteen million dollars for provision of N.Y.A. work to prospective students who cannot secure such preparation and training without financial assistance.



In order to secure adequate information regarding the qualified students, particularly girls, for such preparation and training among the present enrollment of high school seniors for the 1942-43 session, it is recommended that a nationwide survey be made under the direction of the N.Y.A. College and School Work Councils to determine what financial assistance such qualified students may require.

We further urge that such an appropriation be made in ample time for the prospective students to make plans for attending the Colleges and Universities of their choice.

*XIII. That the following budget as proposed by the Committee on Budget be approved:*

PROPOSED BUDGET	
Committee on Reports	\$ 100.00
Committee on Junior Colleges	100.00
Salary, Executive Secretary	4,400.00
Salary, Secretary to above	2,000.00
Extra secretarial help	100.00
Report forms and other printing	250.00
Supplies	300.00
Office rent	300.00
Contingent fund	400.00
Travel	600.00
	<hr/>
	\$ 8,550.00

E. M. GWATHMEY, *Chairman*  
D. M. NELSON  
C. B. HODGES

After the reading of each section of the report above the Secretary moved its approval. Each motion was duly seconded and passed. The vote was unanimous on each recommendation except Item IX, which was passed by a vote of 23 to 4. The Secretary then moved the adoption of the report as a whole, the motion was duly seconded, and the report as a whole was adopted.

The report of the Special Committee appointed to draft a statement relative to Higher Education and the War was called for. Chairman Lee of the Committee presented the report as follows:

REPORT OF SPECIAL COMMITTEE TO DRAFT STATEMENT  
ON HIGHER EDUCATION AND THE WAR

The institutions of higher education of the South are fully aware that this is a war for our National survival. They realize that victory for the Allied cause is essential, and that the triumph of the Axis powers would bring tyranny to the world and the end of freedom everywhere. For this reason, the colleges and universities belonging to this Association are ready and willing to close their doors if this sacrifice will aid in the winning of the war in which the United States is now engaged.

We have been assured that this will possibly be a long war. If it is a long war, we are convinced that the indiscriminate removal of all eighteen- and nineteen-year-old boys into active service before they have had the proper preparation as



leaders in the Army and Navy is a most serious mistake. We recognize the necessity of training in technical subjects for those who are to be used as technicians, and we concur in any program which will provide for that special training. We believe, however, that a man is a leader because of certain essential qualities of mind and character and that military leadership as well as civil leadership depends upon these qualities. Among these qualities of mind and character are intellectual resourcefulness, power and versatility of mind, understanding, resolution, initiative, imagination and creative ability. It is our firm conviction that liberal arts education more than any other means endows a man with these qualities. If the Army and Navy in their program make it impossible to train a reasonable number of young men in this way, they will deprive themselves of the best material for leadership. From a military viewpoint this may not make much difference in a very short war, but such a course will be disastrous if this is a long war.

This country is faced with two grave necessities, that of defending itself, and that of preserving a way of life worth defending. If it is absolutely necessary for immediate defense that all young men regardless of their potentialities, be called into service, then every other interest must be sacrificed; but if there is a possibility of a long drawn out conflict, it is our conviction that some young men must grow in strength, in qualities of heart and spirit, in knowledge and understanding. It must not be forgotten also that the men and officers who undertake a sustained war effort must have not only adequate preparation and training for military leadership but a philosophy of life which will comprehend a system of values that has a place for freedom, liberty, justice, equality of opportunity, and those other great concepts for which we are now fighting.

There is no thought here of asking for consideration in order that certain institutions may be preserved. The only thought in our minds is that the men who may be called upon to lead our war effort two or three or four years from now may be physically, mentally, and spiritually prepared for that task, and this Association, so far as its colleges and universities are concerned, goes on record as believing that as much of a sound liberal arts education as it is possible to obtain in this present emergency, should be given to those men who are to be called upon as leaders of their fellows in this war.

On motion of Professor Smithey, seconded by President Sherrod, the statement was given the approval of the Commission.

At the request of President Greene, Chairman of the Committee on Reports, President Lloyd presented a statement regarding college enrollment figures as follows:

The Committee on Reports calls to the attention of the Commission on Institutions of Higher Education data on enrollment submitted by 130 of the 141 colleges and universities of the Association in response to the request sent out by Mr. Huntley earlier this fall. There were 137,183 students enrolled by these institutions at November 1, 1942, compared to 155,211 at the same date in 1941, a net decrease of 18,028, which is 12 per cent.

Students in Arts and Sciences numbered 81,375 this year compared to 93,058 last year, a drop of 13 per cent. The number of freshmen at November 1, this year, was 40,534, with no comparative figures for last year.

Only seventeen of the 130 institutions reported larger total enrollments in 1942 than in 1941, seven of them colleges for women, three colleges for men, and seven coeducational. Thirteen of these seventeen and four others reported increased enrollments in the Arts and Sciences. Between fifteen and twenty institutions have had but relatively small total decreases. The largest decrease reported is 54 per cent, with twenty-four reports showing approximately 25 per cent or larger. It is noted that 113 of the 130 institutions reported some decrease. Only three of the 130 institutions reported any change in admissions policy.

On motion of President Lloyd, duly seconded, the Commission unanimously voted its appreciation of the services of Mr. M. C. Huntley as its Executive Secretary and its good wishes for him in the new position to which he goes.

The report of the Committee on Nominations was called for by the Chair and was presented by President Hubbard, Chairman. It was duly moved and seconded that the report be adopted and those nominated be duly elected as members and officers of the Commission. The question was put and the report was adopted as follows:

#### REPORT OF THE COMMITTEE ON NOMINATIONS

Your Committee on Nominations begs to report as follows:

Chairman of the Commission: President Rufus C. Harris, Tulane University;  
Secretary of the Commission: President Goodrich C. White, Emory University;  
Executive Secretary of the Commission: M. C. Huntley, University of Alabama;  
Executive Council of the Commission:

Chancellor O. C. Carmichael, Vanderbilt University  
President Theodore H. Jack, Randolph-Macon Woman's College  
Chancellor A. B. Butts, University of Mississippi  
Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama  
President L. H. Hubbard, Texas State College for Women  
Chairman and Secretary, *ex-officio*

#### COLLEGE MEMBERS

##### *Class of 1944*

President John R. Cunningham, Davidson College, to fill vacancy created by election of President Paty in the Class of 1945

##### *Class of 1945*

President Goodrich C. White, Emory University  
President Theodore H. Jack, Randolph-Macon Woman's College  
President E. M. Gwathmey, Converse College  
President Ralph W. Lloyd, Maryville College  
President E. J. Mathews, University of Texas  
Dean J. H. Hewlett, Centre College

President M. L. Smith, Millsaps College  
 President Raymond R. Paty, University of Alabama  
 President F. P. Gaines, Washington and Lee University  
 President Hubert Searcy, Huntingdon College

#### SCHOOL MEMBERS

##### *Class of 1944*

Superintendent Omer Carmichael, Lynchburg, Virginia, to fill the unexpired term of Principal H. D. Wolff, resigned

##### *Class of 1945*

President James B. Young, Jones County Junior College, Mississippi  
 Superintendent A. C. Flora, Columbia, South Carolina  
 Principal Noble Hendrix, Birmingham, Alabama  
 Superintendent F. W. Murphy, Greenville, Mississippi  
 Principal C. C. Henson, Isidore Newman School, New Orleans, Louisiana

C. C. HENSON

R. B. DRAUGHON

L. H. HUBBARD, *Chairman*

The Commission adjourned at 11:45 A.M.

#### MEETING OF WEDNESDAY AFTERNOON, DECEMBER 2, 1942

The Commission on Institutions of Higher Education held on Wednesday afternoon a joint meeting with the Commission on Curricular Problems and Research. Record of this meeting follows:

##### Panel Discussion:

"Significant Developments in Representative Southern Institutions,"

President Ralph W. Lloyd, with reports from

Mary Baldwin College, Dean Martha S. Grafton

Louisiana State University, Dean Fred C. Frey

University of the South, Dean George M. Baker

University of North Carolina, Dean A. W. Hobbs

"The A.M., Degree," Dean Roger P. McCutcheon, Tulane University

"The Library and College Instruction," Director William S. Hoole,  
 North Texas State Teachers College

Report of the Committee on Work Conferences to the Commissions.  
 (See pages 203-205, this issue of the *QUARTERLY*.)

Discussion and adjournment.

RUFUS C. HARRIS, *Chairman*.

GOODRICH C. WHITE, *Secretary*.

# The Commission on Curricular Problems and Research

*Organized by the Association in December, 1935*

The Commission on Curricular Problems and Research was created by the Constitution of the Association adopted at the annual meeting held in Louisville, Kentucky, December 5-6, 1935. The duties of the Commission are to "study and report to the appropriate standing committee on the accrediting policies of this and similar associations, . . . (to) study and report to the appropriate standing committee notable procedures in administering programs of studies, . . . (and to) stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education." There was an organization meeting in Atlanta the following spring. Since 1935, the meeting places and officers of the Commission have been as follows:

1936—Richmond, Virginia. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1937-38—Dallas, Texas. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1938-39—Memphis, Tennessee. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1939-40—Atlanta, Georgia. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1940-41—Memphis, Tennessee. Dean K. J. Hoke, Chairman; Assistant Superintendent Lawrence G. Derthick, Secretary.

1941-42—Louisville, Kentucky. Dr. Edgar W. Knight, Chairman; Assistant Superintendent Lawrence G. Derthick, Secretary.

1942-43—Memphis, Tennessee. Dean K. J. Hoke, Chairman; Professor Roscoe E. Parker, Secretary.

## OFFICERS 1943

Chairman: Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia.

Secretary: Roscoe E. Parker, Professor of English, University of Tennessee, Knoxville, Tennessee.

Executive Committee: B. P. Brooks, Director of Instruction, Mississippi State College, State College, Mississippi; Doak S. Campbell, President, Florida State College for Women, Tallahassee, Florida; W. L. Mayer, Registrar, North Carolina State College, Raleigh, N. C.; Ben Wiseman Principal, Highland Park, Dallas, Texas; Gladstone H. Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama.

MEMBERS FROM INSTITUTIONS OF  
HIGHER EDUCATION*Term  
Expires  
December*

Gladstone H. Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa	1943
Leo M. Chamberlain, Registrar, University of Kentucky, Lexington, Kentucky	1943
F. C. Fox, Randolph-Macon College, Ashland, Virginia	1943
E. W. Garris, Professor of Agriculture, University of Florida, Gainesville, Florida	1944
Harris Purks, Dean of College of Arts and Sciences, Emory University, Atlanta, Georgia	1944
James F. Whelan, Chairman Department of Education, Loyola University, New Orleans, Louisiana	1944
A. W. Hobbs, Dean, College of Arts and Sciences, University of North Carolina, Chapel Hill, North Carolina	1944
Sadie Groggans, Professor of Education, Winthrop College, Rock Hill, South Carolina	1944
B. P. Brooks, Director of Instruction, Mississippi State College, State College, Mississippi	1945
H. T. Parlin, Dean, College of Liberal Arts, University of Texas, Austin, Texas	1945
Roscoe E. Parker, Professor of English, University of Tennessee, Knoxville, Tennessee	1945

## MEMBERS FROM SECONDARY SCHOOLS

M. L. Banks, Principal, High School, Chester, South Carolina	1943
R. C. Jennings, Principal, High School, Waynesboro, Virginia	1943
W. H. Yarbrough, Principal, West End High School, Nashville, Tennessee	1944
Howell Watkins, Supervising Principal, West Palm Beach High School, West Palm Beach, Florida	1944
Ben Wiseman, Principal, Highland Park, Dallas, Texas	1944
Floyd C. Barnes, Superintendent of Schools, Drew, Mississippi	1944
W. T. Rowland, Jr., Superintendent, Lexington, Kentucky	1945
Quinton Holton, Principal, Durham High School, Durham, North Carolina	1945
W. F. Tidwell, Principal, Montevallo High School, Montevallo, Alabama	1945
Paul Munro, Superintendent of Schools, Columbus, Georgia	1945
J. B. Cloutier, Principal, Campti High School, Campti, Louisiana	1945



*Term  
Expires  
December*

## MEMBERS AT LARGE

- E. B. Robert, Dean, College of Education, Louisiana State University,  
University, Louisiana 1943
- W. L. Mayer, Registrar, North Carolina State College, Raleigh, North  
Carolina 1943
- J. C. Sellers, Director of Curriculum, Fort Worth Public Schools, Fort  
Worth, Texas 1943
- Doak S. Campbell, President, Florida State College for Women, Talla-  
hassee, Florida 1943
- C. M. Dannelly, Superintendent, Montgomery, Alabama 1943
- K. J. Hoke, Dean, College of William and Mary, Williamsburg, Virginia  
1944
- Philip Davidson, Dean of the Upper Division and Graduate School, Van-  
derbilt University, Nashville, Tennessee 1945
- Ralph L. Eyman, Dean, School of Education, Florida State College for  
Women, Tallahassee, Florida 1945

# Report of the Commission on Curricular Problems and Research

MEETING ON TUESDAY MORNING, DECEMBER 1, 1942

The annual meeting of the Commission on Curricular Problems and Research was called to order at 9:30 A.M. by Chairman K. J. Hoke. The following members of the Commission answered roll call: B. P. Brooks, Roscoe E. Parker, Gladstone H. Yeuell, L. M. Chamberlain, J. F. Whelan, W. T. Rowland, Jr., R. C. Jennings, G. E. Metz, C. M. Dannelly, D. S. Campbell, and K. J. Hoke. Approximately fifty additional persons were in attendance.

Chairman Hoke appointed Dean Leo M. Chamberlain chairman of the Nominating Committee. Other members of the Committee were Philip Davidson, R. C. Jennings, C. M. Dannelly, and E. B. Robert. This Committee was requested to nominate members to fill vacancies on the Commission and to nominate officers and members of the Executive Committee for 1943.

Chairman Hoke requested the secretary to report for both the Standing and Special Committees on Publications. The secretary made the following report for the Standing Committee on Publications:

"The Committee on Publications consisting of Messrs. Parker, Hoke, and Yeuell was appointed by action of the Executive Committee on May 2 and was directed to assume certain responsibilities on August 17.

"This committee met on October 10 with Dr. Jenkins sitting with the committee by invitation at its evening meeting. The Committee agreed that it has the following functions under the authority of the Executive Committee and that it will take the following actions:

1. Review and publish the monograph authorized on "Evidences of Pupil Growth" in a printed edition of 2,000 copies. Dr. Jenkins was authorized to secure bids and proceed with printing, when the final copy of the monograph has been approved, in accordance with the bid approved by him and Mr. Parker.
2. Review and approve for mimeographing and distribution to Association schools, at the request of Director Jenkins, brief reports submitted to him from teachers and schools. Whether or not such reports are approved is to be decided upon the merits of each report.
3. Explore the cost of various types of reports mentioned in the recommendations of the Elkmont Conference of Principals, report the results of this exploration to the Executive Committee, and recommend that the Executive Committee determine policies to be followed regarding reports and publications.

4. Encourage teachers and schools to publish on their own initiative through available channels for publication the reports of progress and procedures which they have developed.

5. Dr. Jenkins was requested to report to the schools action covered by Items 2 and 4."

The secretary requested that action on this report be delayed until the report of the Special Committee on Publications, which had been appointed by Chairman Hoke in November, 1942, could be presented. This request was approved and the following report of the Special Committee consisting of D. S. Campbell, W. L. Mayer, Gladstone H. Yeuell, and Roscoe E. Parker (Chairman) was presented:

"The Special Committee on Publications presents to the Executive Committee the following recommendations:

#### A. Publication Policies

The Committee recommends:

1. That a committee on publications be set up responsible to the Commission through the Executive Committee for reviewing and passing upon publications authorized by the Executive Committee within the limits of policies established by the Commission;

2. That the committee on publications encourage individual teachers and schools to publish reports of educational interest and value through available channels;

3. That the committee on publications coöperate with institutions in promoting studies and publishing materials deemed to be of value in the improvement of education;

4. That the Director of the Southern Association Study, acting under the direction and advice of the committee on publications, shall be responsible for the preparation of reports authorized for publication by the Executive Committee of the Commission.

#### B. Publications

1. The committee recommends that the newly prepared monograph entitled, "Some Evidences of Pupil Achievement in the Southern Association Study," be submitted for publication in the ASSOCIATION QUARTERLY and such reprints be made as seem desirable, or that the monograph be printed in such other manner as seems desirable.

2. The committee recommends that the following additional publications be issued in the order suggested and at as early dates as seem feasible:

a. The publication, separately or collectively, of the record of work in from 1/4 to 1/3 of the Southern Study schools (The schools chosen are to be representative of the various types of schools in the Study);

b. Types of instructional procedure developed in schools of the South-

ern Association Study (See page 196, SOUTHERN ASSOCIATION QUARTERLY, February, 1942);

c. Some aspects of school and community relationships in the Southern Association Study;

d. Implications of the Southern Association Study for teacher education. (See reference under b above);

e. A summary report on the Southern Association Study.

The committee recommends that the content and organization of the first four publications (a, b, c, d) recommended should be primarily directed to aiding teachers, principals, and teacher training departments in building programs of instruction which will meet the needs of the Communities served by the schools.

#### C. Funds

The committee recommends that in the budget for next year a minimum of \$1,000.00 be set aside for publications, to which shall be added the receipts from publications sold if these receipts are needed for carrying out the program of publications."

It was moved that the reports be published. The motion was amended to read that the report be adopted. The motion as amended was passed.

Dean Ullrich, Dean Roemer, Father Whelan, and others discussed the proposals of the above reports at some length. The main points of the discussion were: we all ought to know what results have been achieved in the Southern Study schools, we need further information on various problems dealt with by these schools, publicity is important for the spreading and continuation of the values of the Study, and we need to follow the policy of reporting mistakes as well as successes in the Study.

Chairman Hoke reported briefly on the status of the evaluation of students who have entered colleges from the Southern Study schools. Dean Roemer suggested that such an evaluation may be dangerous in that it may warp the high school program to meet the needs of a few students who go to college.

President Campbell reviewed informally the development of the Southern Association Study, pointing out that college entrance requirements are waived for the Southern Study schools. A general discussion of evaluation and its relation to high school and college education followed. This discussion centered around the following question: What should colleges do to adapt their programs to the needs of their students?

Dr. Frank C. Jenkins, Director of the Southern Association Study, presented the following report.

## WORK OF THE SOUTHERN ASSOCIATION STUDY, 1941-42

Since the last meeting of the Commission on Curricular Problems and Research, work with the participating secondary schools has continued and efforts have been made to extend the work of the Study through coöperation with colleges, state departments of education, and other secondary schools. These endeavors have been jointly operative in district meetings, pre-school conferences, by correspondence, and in other ways. Since this is true it seems unwise for the purposes of this report to treat separately the work in the selected schools and extensions of this work to other schools, colleges, and state departments of education. Fusion of the two is evident in nearly all sections of this report and particularly in that dealing with the conference held at Wakulla, Florida.

## WAKULLA CONFERENCE, DECEMBER 11-13

The Wakulla Conference was attended by secondary schools of the Study from five states and representatives of colleges and state departments of education from four states. Those who attended had been in correspondence with the Director of the Study prior to the conference and had indicated what they wanted to accomplish during the conference. At the first session the purposes of the meeting were reviewed. They were as follows:

1. To consider plans, modifications, and extensions of the work of the schools;
2. To consider assistance needed by the schools and plan ways of securing it;
3. To consider ways in which the schools of the Study and Staff might co-operate with colleges and state departments of education;
4. To consider common problems of the group.

During the meeting, school groups and individuals worked on their problems with the assistance of representatives of colleges, state departments of education and Staff members of the Study. The conference divided itself into three groups and considered procedures that might be used in carrying forward the work of the schools, keeping in mind the needs of the war emergency. The deliberations of these groups are indicated below.

## GROUP I. SUGGESTIONS FOR PROCEDURES FOR DISCOVERING THINGS THE SCHOOLS CAN DO DURING THE EMERGENCY

1. Schools should explore modifications needed in the curriculum brought about by the emergency.
2. Schools should consider a long-range program. This should include an analysis of what military leaders think pupils will need.
3. Schools should keep in close touch with the civilian defense boards, understand their function, and aid in carrying out such work.
4. The three schools participating in the Southern Study in each Southern state could assume responsibility for attacking the problems of the work of the schools during the emergency in their state. These schools could consider ways of getting together with appropriate people to explore a coöperative attack in the state.

## GROUP II. SUGGESTIONS FOR PROCEDURES WHICH AFFECT THE WAY CHANGES MAY BE MADE AND WHICH AFFECT THE OPERATION OF THE SCHOOL

1. Schools can aid in preserving morale.



2. Changes in school programs should be made slowly as there is a need for such changes.
3. Schools can modify their programs in order to allow pupils to assume some of the responsibilities now being carried on by adults for defense work.
4. The school can organize community and school resources in order that maximum use may be made of them.
5. Schools can consider ways of bringing the intelligence of the student body and the community to bear on the work of the school during the emergency. Schools can set up a continuing council to give study to problems of needs and things schools can do.
6. The facilities of the school can be used in supplying recreational opportunities for the community. This might mean that schools should initiate and carry out such projects.
7. All efforts of schools to aid in the emergency should be made in such a way as to provide the best possible educational experiences for students.

#### GROUP III. SUGGESTIONS FOR PROCEDURES WHICH INVOLVE CURRICULUM MODIFICATIONS

1. Schools must recognize demands of youngsters for military training. A military program might be worked out in schools connected with colleges having R.O.T.C. units. A military training program might be developed with the aid of home guards.
2. The schools can train people—students and adults—in such things as electricity, mechanics, radio, nutrition, etc.
3. The mathematics work in schools can be modified to aid particular pupils to develop mathematical skills needed during the emergency.
4. The nature of the geography work in the school can become much more vital in that students can learn such details as map reading and making.
5. The schools can contribute to conservation of resources by collecting those things vital to defense industry, such as razor blades, paper, scrap iron, tooth paste tubes, etc.
6. Schools can explore ways of providing things which will be needed during the emergency and which are not now available in sufficient quantities, for example, jimson weeds and castor beans.
7. Schools can explore ways of aiding in consumer buying. This might be done by discovering those things vital to defense which should be bought in reasonable quantities. This would also prevent overbuying.
8. Schools can develop a nutrition program which will emphasize the amount and kinds of food one should eat.
9. Schools can aid pupils and people in the community to keep well. The number of colds can be reduced; the spread of disease, prevented and checked.
10. Schools can help pupils to develop skills in first aid and home nursing.

Following these group meetings separate meetings of the individual schools were held to consider ways in which their work might be affected by the procedures suggested. At the same time representatives of colleges and state departments of education met with members of the Staff to consider problems of certification, teacher education, and ways of being of assistance to each other. Some of the questions considered were these:

1. Could some of the schools make available descriptions of how they went about trying to make improvements?
2. What are the implications for teacher education in the work of the thirty-three schools?
3. What can teacher-training institutions do to help in the improvement of secondary schools?
4. What are some of the improved ways in which state departments, colleges, and the Southern Study can work together to develop total school programs?
5. Should the state department, college, or school take the initiative in making changes in requirements?

The declaration of war which preceded the Wakulla meeting by less than a week influenced profoundly all who were in attendance. After considerable discussion of the implications of the war for schools, a committee made report that the present world situation implies that:

1. Any school that has accepted responsibility for meeting the needs of the people it serves must make adjustments to meet the present emergency facing our country;
2. Schools must not abandon the objectives of our democratic way of life, but must use the world situation to better achieve these objectives;
3. Each school must re-evaluate its own purposes, organization, content, and approaches with the idea of shifting emphasis so as to meet existing conditions;
4. To the extent possible, changes in schools planned to meet immediate demands should take into consideration the longtime needs of the pupils and the community;
5. Schools must take the initiative in making adjustments and be actively represented in any groups planning changes which affect the schools—such as civilian defense councils;
6. Each school must discover and use to an increasing degree the potential resources of its community in order to initiate and develop an effective educational program;
7. The emergency offers many new opportunities for pupils, teachers, and parents to engage in useful endeavors;
8. Schools must satisfy student need for participation in activities that teachers, pupils, and parents consider important to preserve and improve our way of life;
9. Schools must make it possible to align their work with the productive life outside of school through maintaining flexible requirements for entrance, exit, length of day, course requirements, promotions, etc.;
10. Schools must seek opportunities to extend their services to pupils and adults in such areas as community health, recreation, consumer education, and morale;
11. In order to do their part in the present crisis, schools should not merely add work to their programs on a curricular or extracurricular basis but substitute work growing out of the emergency for some of that now under way.

As a follow-up of this report plans were made for issuing a news letter in February, 1942, on "Implications of the Emergency for Schools." The news letter was issued on time and widely distributed.

Appraisal of this conference indicates the following values:

1. The stimulus and encouragement given at an opportune time to individual teachers and principals to carry on study and experimentation;
2. The opportunity afforded to revise, with needed assistance, the plans and procedures of investigations during the time they are actually under way;
3. The focus of discussions and planning upon projects and procedures which are actually in existence and to which the participants are immediately returning;
4. Their contribution to a feeling of group solidarity on the part of the teachers engaged in the Study;
5. The more efficient use of Staff time in light of the amount available and conditions under which it can be secured;
6. The opportunity afforded for the principals and teachers to appraise objectively, apart from the pressures of the immediate situation, their school program and procedures while they are in actual operation and at a time it is possible to redirect them;
7. Their contribution to keeping the work going in the schools and determining allocation of staff services in the schools.

It is believed that this type of meeting offers a worthwhile and economic way to help schools with their problems and at the same time bring about coöperation with state departments of education and colleges.

#### EVALUATION OF THE WORK OF THE STUDY

Reports of the Southern Association Study have been made to the Commissions of the Southern Association since 1938. These appear in the issues of the SOUTHERN ASSOCIATION QUARTERLY. In October, 1940, the *Preliminary Report on the Origins, Work, and Accomplishments of the Southern Association Study* was issued and distributed. In October, 1941, the *Southern Association Study*, Monograph No. 1 was published. Both of these publications comprehend and give consideration to extensions of the Study. Early in February, 1942, plans were made for continuing the appraisal of the work of the Study. A letter was written to each of the participating secondary schools, and attention was called to their responsibility for supplying evidence of work done in the schools and in contact with other agencies. Each school was encouraged to make an outline and was offered Staff assistance in securing evidence that would serve as a basis for evaluation of work done. From these outlines a composite was made which was incorporated in a report, "The Evaluation of the Southern Study," and transmitted to the Executive Committee at its meeting in May, 1942. The types of evidence of outcomes listed in the report include:

#### I. Outcomes observable through an examination of students

##### A. Evidences of changes in opportunities for pupil growth

1. Extension of opportunities
2. Expansion in offerings
3. Greater availability of offerings
4. Improvement in offerings
5. Increased participation in offerings

6. Expansion in terms of needs of pupils and community
7. Greater use of community resources
8. Greater participation in work of school
9. Increased breadth in experiences of individuals

**B. Evidences of pupil growth**

1. In scholastic achievement
  - a. Understanding of and ability to use fundamental processes
  - b. Mastery of subject content
  - c. College curricula
  - d. Wider and deeper reading interests
2. In personal development
  - a. Personality
    - (1) Growth in breadth and intensity of interests
    - (2) Development of worthy purposes
    - (3) Poise, social grace, happiness
  - b. Physical well-being
    - (1) Concern with and work on personal problems
    - (2) Health
    - (3) Health habits and practices
3. In social development
  - a. Skill in group work
  - b. Voluntary participation in group life (own age and adult groups)
  - c. Assumption of social responsibility
  - d. Skill in leadership
  - e. Skill in democratic procedures
  - f. Habits of tolerance
4. In intellectual development
  - a. Better work habits
  - b. Ability to work independently
  - c. Ability to think logically
  - d. Perseverance
  - e. Ability to plan and evaluate activities
  - f. Success of pupils after leaving school

**II. Outcomes observable through an examination of teachers**

**A. Evidences of changes in opportunities for teacher growth**

1. Participation in administration of school
2. Participation in community life
3. Participation in study groups
  - a. With faculty
  - b. With small groups of teachers
  - c. With teachers from other schools
4. Summer study and teaching
5. Working with students in broadened areas and different levels
6. Research endeavors
7. Critical examination of teaching procedures

**B. Evidences of teacher growth**

1. Publications
2. Participation in professional meetings

3. Demands for their services and their promotions
  4. Recognition given their work
  5. Willingness and ability to assume responsibility
  6. Faculty harmony and coöperation on school problems
  7. Skill in group work
  8. Understanding and ability to work with boys and girls
  9. Effective use of available resources
  10. Own personal development
  11. Interests (reading, travel, etc.)
  12. Acceptance of broadened responsibility for education and improvement of life in the region
- III. Outcomes observable in the school
- A. Evidences observable in the plant
    1. Physical appearance
    2. Expansion, changes and rearrangements of facilities
    3. Use of school plant and facilities
      - a. Flexibility of use by pupils and community
      - b. Types of things for which used
      - c. Amount of use
  - B. Evidences observable in administrative practices
    1. Informality based upon better understanding of youngsters
    2. Understanding and use of democratic practices
    3. Flexibility to meet changing conditions
    4. Administration more concerned with acquainting pupils and teachers with total program of school
    5. Evidences of individuality in school programs
  - C. Evidences observable in general instructional practices
    1. Directed toward "practical" education
    2. Planned in terms of particular student body, community, and times
- IV. Outcomes observable in the community
- A. Evidences of the services of the school to the community in such areas as:
    1. Health
    2. Recreation
    3. Economic life
    4. Social life
    5. Education
    6. Home improvement
  - B. Evidences of the attitudes of the community toward the school
  - C. Evidences of the community's contribution to the school
    1. Financial support
    2. Use of parks, playgrounds, buildings
    3. Personnel services
  - D. Evidences of the coöperative efforts of the school with other social agencies
- V. Effects observable in other schools and communities in the region
- A. Evidences of changes in the
    1. Programs of secondary schools
    2. Programs of county systems



3. Programs of state systems
4. Programs of higher institutions
5. Programs of schools having indirect contacts with the Study
6. Practices of people who have had contact with the Study

#### B. Evidences from other coöperative endeavors in the region

Staff members while visiting schools worked with teachers and principals in the development of their outlines. They assisted in determining sources and kinds of evidence for developing the record of the work in the schools. By June a number of the schools had assembled materials and developed rough drafts of the report of their work. Since then additional work has been done on them. Some of these reports portray the work of the past four years in the school and offer material which when put in proper form might prove helpful to the schools of the Study, to other schools, to representatives of state departments of education working with other schools and to colleges engaged in the preparation of teachers. Unfortunately, funds do not exist for publishing these materials. The Publications Committee of the Executive Committee of the Commission on Curricular Problems and Research has made arrangements to encourage schools that wish to go ahead with the publication of their own reports. Additional evidence for the evaluation of the work of the Study is included in a growing bibliography of the publications concerning the Study. The present bibliography of the work of the Study includes more than fifty different publications. A copy of this bibliography is attached to this report.

#### VISITS TO PARTICIPATING SECONDARY SCHOOLS

Members of the Staff have continued throughout the year to visit the participating secondary schools. These visits are made upon the request of principals and teachers for Staff assistance in working on problems of individual teachers, groups of teachers, and the total school program. Since there has been a diminution in the amount of Staff service available, efforts are made to do as much as can be done by correspondence without visiting or if a visit is made to reduce the amount of time spent in a particular school. This procedure seems to be warranted in light of the fact that many of the teachers and principals have shown considerable growth in ability to carry on without Staff assistance. As travel becomes more difficult and as funds for Staff service continue to diminish, the amount of time Staff members spend in visiting schools will be reduced. It is hoped that this lack of Staff visitation will be compensated for by work done by teachers and principals who are capable of making a contribution to the improvement of the programs of their own and other schools and who can coöperate effectively with colleges and state departments of education.

#### WORK DURING SUMMER OF 1942

During the summer of 1942 the Staff of the Southern Association Study engaged in a number of activities that concerned the selected schools of the Study, other schools, state departments of education, and colleges. These included the activities described below.

1. Work with individual teachers of the schools of the Study who have been encouraged to investigate promising procedures and report their findings. More than thirty teachers are now carrying forward such investigations. A number of these began this work in December, 1941, and the data necessary for reports were ready for organization by the beginning of last summer. During the sum-

mer a number of teachers gave considerable time to work on the organization of reports of their investigations. Work of this kind is being encouraged and extended.

2. Staff assistance to teachers and principals who were assembling and organizing data in preparation of a record of the work of their schools 1938-42. This work is a follow-up of the evaluation report submitted to the Executive Committee in May.

3. Staff assistance to schools holding pre-school conferences prior to the opening of school. Each year a number of the schools of the Study have held conferences including all of the teachers of a school, elementary and secondary, to meet for several days, a week or more, at the school building and work with or without Staff assistance on a long-range educational program and on immediate plans concerned with the beginning of a new year. Some of these pre-school conferences were planned so as to include the teachers of other schools. The pre-school conference held at Montevallo, Alabama, was participated in by all of the teachers of Shelby County. Alabama College was most generous in supplying rooms without charge to approximately 250 teachers of the county and furnishing meals at a very reasonable cost. Dr. M. L. Orr, superintendent of the Montevallo School, Mr. W. F. Tidwell, principal of the Montevallo School, and the teachers of the Montevallo School worked most coöperatively with the teachers of the county throughout the pre-school conference. The conference held at Montevallo, as well as the others, resulted in the coöperation of a college, a school participating in the Study, and representatives of the state department of education.

4. Staff assistance to workshops and other summer programs:

- a. Lee County, Mississippi, workshop in coöperation with Mississippi State College and the Mississippi State Department of Education, April 20-May 23;
- b. The Georgia Principals' Workshop held at Emory University;
- c. Harlan County Workshop held under the direction of the University of Kentucky;
- d. The Kellogg Foundation Health Education Workshop;
- e. University of Alabama Coöperative Study for County Leaders;
- f. Floyd County, Georgia, Workshop;
- g. Shaw University Workshop for Negro Principals in North Carolina
- h. Attendance of the Director of the Study at the National Institute on Education and the War held in Washington, D. C., the latter part of August.

5. A meeting of a group of principals and Staff members of the Southern Association Study held at Elkmont, Tennessee, August 3-8, 1942. Extensive correspondence preceded the Elkmont meeting. At the first general session consideration was given to things to be accomplished during the conference. The general procedures of the conference consisted of (1) announcements of arrangements for the meeting and facilities for work, (2) statement, discussion, and exploration of the problems facing the schools and their communities, and the Study as a whole, (3) determination of jobs to be done during the conference, (4) committee work and reports, (5) provision for follow-up of action taken during the conference. Action was taken on the following matters:

- a. Consideration was given to ways in which principals of the participating schools can coöperate with Mr. Huntley and the committee he repre-

sents in the work of evaluating the success of the work of the graduates of the Study schools who attend college. As a result of work with Mr. Huntley the following things were done:

- (1) It was agreed that, upon request, representatives of the Study will work with the College Evaluation Committee.
- (2) At the request of Mr. Huntley, representatives of the Study agreed to meet with members of the Evaluation Committee at some time in the near future.
- (3) Mr. Huntley was given a cordial invitation to attend meetings of representatives of the Study. He gladly accepted the invitation.

[Mr. Huntley requested that suggestions be made to the Evaluation Committee of the Commission on Institutions of Higher Education of the Southern Association concerning the kind of evaluation thought to be most helpful to the schools of the Study. An excerpt from the report is inserted here.

*Excerpt from Report*

It is the opinion of the principals that an evaluation report which furnishes information concerning the things listed below would be helpful in continuing our efforts at improving college preparatory work and in our job of recommending students for college admission:

1. Information concerning the achievement of graduates, both curricular and extracurricular, with respect to:
  - a. Quality of work as compared with that of other high schools
  - b. Quality of work as compared with the graduates of the selected schools in previous years
  - c. Quality of work as compared to that of graduates of comparable schools
2. Information on the college work of the graduates from those of the thirty-three schools where specific attempts have been made to improve the college preparatory work of their students.
3. Information concerning:
  - a. Factors that contribute to the success of our graduates in college
  - b. Factors that contribute to the failure of our graduates in college
4. Information concerning the relation between the amount of work completed in subject-matter fields in high school and success in college study in these fields.
5. Information concerning the desirability of, and the possibility of, admitting high school graduates to college on bases other than those now commonly used. For example, students are now typically admitted to college upon graduation from high school. Your committee might find that information on the abilities and skills possessed, such as reading ability, mathematical skills, ability to adjust to new social situations, skill in working independently, general intelligence, etc., constitute a more effective basis for college admission.

The schools and staff of the Study offer their services and coöperation to the Committee in the continuation of its work. Specifically, the Study will be glad to consider with the Committee ways of securing the information mentioned above.]

- b. Efforts were made to evolve a sound policy in working with state, regional, and national agencies, particularly during the emergency caused by the war, and a report was adopted concerning coöperation with these agencies.

- c. A series of recommendations was made for the continuance and extension of the Southern Study including provision for working with state departments of education and colleges. A copy of "Summary of the Minutes of the Meeting of a Group of Principals and Staff Members of the Southern Association Study, Elkmont, Tennessee, August 3-8, 1942" is attached to this report.

#### WORK IN COUNTIES

Growing out of work done by the Southern Association Study in Milledgeville, Georgia, during the summer of 1941 with representatives from Lafayette High School, Lexington (Fayette County), Kentucky, and representatives from two or three other schools from Fayette County, a plan was developed that offered opportunity for extending the work of the Study. The school officials and teachers of Fayette County, Kentucky, requested the Study to extend its services to all of the schools of Fayette County. It was stated that the project would have the full coöperation of the University of Kentucky and the Kentucky State Department of Education. Several members of the Staff of the Study have on three different occasions worked with the teachers of the nine schools of Fayette County. Similar work has been done in Elmore County, Alabama. Reference has already been made to work of the Staff of the Southern Study with the teachers of Lee County, Mississippi, in coöperation with the State Department of Education and Mississippi State College. In addition, interest has been shown through correspondence and interviews with county school officials of a number of counties of the Southern states in having the Southern Association Study extend its services to include work with all of the schools of these counties. Such work offers opportunity for the extension of the values of the Study to other schools and for securing the coöperation of state departments of education and colleges.

#### SOME EFFECTS OF THE WAR UPON THE WORK OF THE SOUTHERN ASSOCIATION STUDY

The need for schools in a nation at war to view broadly their efforts to assist in the emergency was evident at the Wakulla Conference of the Southern Association Study held in December, 1941, and at the meeting of principals of the participating schools held at Elkmont, Tennessee, in August, 1942. The deliberations of the Wakulla Conference reflected the need for schools (1) to hold to the objectives of their democratic way of life and to strive to use the war situation to better achieve these objectives, and (2) to take into consideration the long-time needs of the pupils and the community when planning changes to meet the immediate demands of the war emergency. The Elkmont Conference was characterized by an expressed desire by those present to serve effectively in the war emergency and to do so in such a manner as to incorporate into the work of the school many of the rich and vital experiences growing out of the war situation.

Impetus was given to the efforts of schools to help in winning the conflict by the National Institute on Education and War held in Washington, August 28-31. At that meeting there was brought, in a very clear and forceful manner, the need for schools and colleges throughout America to make the winning of the war the prime objective of their work for the duration. Representatives of colleges, secondary schools, state departments of education, teacher education associations and federal agencies such as the United States Office of Education, FSA, OPA, Civil Service Commission, and high-ranking officers of our armed forces considered the gravity of the emergency and the vital need for schools and colleges to assist in the necessary activities and training to supply men and materials and to maintain civilian morale. Representatives of the Washington meeting went throughout the nation calling



attention to the needs of our country. The schools responded willingly, promptly, and ably even though it was necessary in many cases for them to operate with a teaching personnel lacking in experience and training and in the face of many other difficulties.

While the tremendous impact of many unusual conditions due to the exigencies of the war have made themselves felt by the schools of the Study, it is true in many cases that the educational programs of these schools have been such that they have been able to hold to their long-range objectives and at the same time contribute significantly to the war effort. Except for participation in drives to secure scrap materials, Red Cross activities, making bandages and hospital bags, knitting, rationing, making airplane models and silhouettes, selling stamps and bonds, conducting air raid drills, writing letters to soldiers, increasing production in certain crops, raising more chickens and stock, offering pre-flight training, increasing emphasis on geography, mathematics and physics, much of the work done in many of the schools of the Study is similar to that of the pre-war period. The war has had the effect of accelerating the production, processing, and conserving of food, repairing and renovating clothes, furniture, and farm machinery, of placing increased emphasis on health, home nursing, and nutrition, of broadening the focus of work in a number of the subject-matter fields. The secondary schools participating in the Southern Association Study have made a number of curriculum changes during the past few months. These changes have been of such nature as to contribute to the war effort and it is believed have values for the post-war period. These changes have been made with greater facility than formerly.

Administrative practices have become more flexible and the use of school and community facilities have been extended. Things that are being done in the schools of the Study are reflected in the following quotation from one of the many recent reports received from the participating secondary schools: "The teachers of this school are working with the teachers of other schools in the county, with representatives of the state department and with local and federal agencies in making and carrying out the activities listed with the definite purpose of aiding in the prosecution of the war, in defense, in the improvement of living and in building a stronger school system for tomorrow."

The record of the work of the Southern Association Study during the past year indicates the wisdom of the selection of the theme of the 1942 Memphis Meeting of the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools, "The War and the Secondary Schools of the South." As we look to the future many adjustments concerning the work of the Southern Study faces this Commission.

The report was accepted and the Commission adjourned at 12:30 P.M. until 2:00 P.M.

## MEETING ON TUESDAY AFTERNOON, DECEMBER 1, 1942

Chairman Hoke called the afternoon session of the Commission to order in the Georgian Room at 2:15. There were about forty persons present.

President D. S. Campbell reported informally on the work of the Group on the Responsibility of the Liberal Arts College for the Education of Teachers in the Second Work Conference on Higher Education. He emphasized the composite nature of the Group, which included graduate deans, presi-



dents, liberal arts teachers, members of state departments of education, and representatives of secondary schools. The report of the Group was based upon common agreements reached by the representatives of these aspects of education.

The secretary presented on behalf of the Executive Committee of the Committee on Work Conferences the following report:

#### REPORT OF THE COMMITTEE ON WORK CONFERENCES IN HIGHER EDUCATION

The Second Work Conference on Higher Education was held at Sewanee Military Academy from June 21-27, 1942, in accordance with proposals submitted to you a year ago. The attendance, cost, modifications of original plans, and results of this Conference have been published in the November issue of the SOUTHERN ASSOCIATION QUARTERLY. Since copies of this *Report* have been sent to you, it is unnecessary to repeat the details already published.

The Committee adopted on August 15, 1942, the following recommendations of its Executive Committee. These are submitted for your information.

"Your Executive Committee has given serious consideration to the recommendations made by participants and working groups in regard to the work of the future. It has also considered carefully some reactions of visiting consultants and representatives of the supporting organization. The following statements and recommendations are therefore offered for your consideration:

A. The recommendation that the Work Conference on Higher Education should be continued is unanimous. There is a difference of opinion, however, among consultants and participants as to whether the next conference should be held in 1943 or at some later period. We recommend that the next general conference should be held after the various coöperating institutions have had time to give careful study to the reports of the two Conferences already completed, possibly in 1944. This would give an opportunity for the various institutions to make considerable progress in their studies on institutional problems and to inaugurate programs of action which should result from these studies. It would also give them an opportunity to prepare reports on such activities for submission to the members of the next conference.

Such a future conference might be supported by the coöperating institutions to an even greater extent than the second Conference. It might also be composed of representatives from institutions which have coöperated and carried forward the work of the Conference and result in a more ample report of educational activities in the South than has heretofore been issued. Such a report might embody the findings of the member institutions of the Southern Association with regard to the various problems dealt with in the Work Conference and might constitute a definite contribution to educational thought and practice. The adoption of such a long-range plan, moreover, might stimulate a more active and widespread participation of institutions and individuals in campus studies before the next conference. These latter items, however, are merely suggestions for consideration in looking toward the future.

B. In view of the fact that the work which the Committee has carried on during the last year through its central office seems to have had some influence in developing widespread interest in and coöperation with the Committee, and since

there is a general demand from consultants and participants for the continuation of such a central office, we recommend that a central office be continued on a yearly basis until the next conference is held. We also recommend that the budget for the central office be somewhat increased in order that it may render more adequate services to the individual and institutional programs of study and improvement.

The activities of the central office should be directed toward immediate assistance to cooperating agencies and long-range development of study and improvement programs in higher education. Among these services, we suggest the following as specific examples:

1. The development of a group of persons who have participated in the Work Conferences who might be able to assist neighboring institutions in the organization and conduct of improvement programs with a minimum of expense to the Committee. Such a plan of cooperation might be developed in such a manner that the institution and the Committee would share equally the expense of assistance.
2. The encouragement, coordination, and assistance through the person in charge of the central office of individual and institutional study programs and of cooperative consideration of problems of higher education by the various educational organizations already established in the area. An example of such cooperation is that now existing between the Committee on Work Conferences and the Association of Graduate Deans. This Association contributed all expenses of six delegates to the second Work Conference and has requested the services of the Executive Secretary in its own work conference to be held in October. Similar relations could undoubtedly be developed with practically all state and regional organizations.
3. The securing of expert assistance to cooperating institutions, if and when needed, in the solution of their problems when they have gone as far as possible with local assistance.
4. The promotion of institutional and state conferences and cooperative study groups for the development of improved programs of action in the various areas of higher education.
5. The editing and publishing of bibliographies, reports, and other types of information which would be of assistance in the promotion of educational improvement.

C. In response to the general demand for the publication of the report of the second Work Conference, which is submitted herewith, we recommend that this report be published in the SOUTHERN ASSOCIATION QUARTERLY in accordance with an offer already received from the editor and that additional copies be made available for distribution in accordance with the practices developed last year.

Finally, your Executive Committee wishes to express its deep appreciation of the confidence you have shown in it by allowing it complete freedom in the planning for and conduct of the second Work Conference. It would express, too, its appreciation of the splendid cooperation of the member institutions of the Association. It believes that the work promoted by the Committee on Work Conferences has great possibilities for the improvement of Southern education and that it should therefore be continued in every appropriate manner.

For the purpose of carrying out these recommendations the Committee continued as its Executive Committee the organization which planned and conducted the second Work Conference on Higher Education: Chancellor O. C. Carmichael, Director;

Dean K. J. Hoke, Chairman, Committee on Work Conferences; Professor Roscoe E. Parker, Executive Secretary. This Executive Committee is responsible to the Committee on Work Conferences for the continuation of coöperative studies in higher education.

The following budget was adopted for September 1, 1942, to June 30, 1943:

I. Assistance to the Executive Secretary, academic and secretarial	\$ 1,000.00
II. Stipend for the Executive Secretary one-fourth time	750.00
III. Office expenses, postage, supplies, telephones, etc.	250.00
IV. Assistance to coöperating institutions	500.00
V. Travel and contingent for Executive Secretary	250.00
Total budget for ten months	\$ 2,750.00

The Committee reports the following activities since September 1:

1. Invitations to all member institutions of the Association to participate in the continuation of coöperative studies in higher education. Seventy-eight institutions have responded by appointing institutional coördinators for such studies.
2. Publication and free distribution to deans and presidents of member institutions of the Association of the *Report on the Second Work Conference on Higher Education*. In addition to publication in the SOUTHERN ASSOCIATION QUARTERLY for November, 1942, the Committee has had four thousand copies of the *Report* published for distribution and has fixed the price at twenty-five cents each, prepaid, for the sale of one to ten copies, and at twenty cents each plus carriage for more than ten copies. One thousand two hundred and fifty-six copies have been sold to November 28.
3. Firm in the conviction that educational institutions must not only adapt their programs to present wartime needs but must also plan during the war period an educational program with sufficient adaptability and resourcefulness to meet the needs of individuals and of society in the post-war period, your Committee will do all in its power to work with coöperating institutions toward the achievement of these ends.

Respectfully submitted,

Signed: O. C. CARMICHAEL  
K. J. HOKE  
ROSCOE E. PARKER

Since this report was presented for the information of the Commission, no action was called for.

The secretary then read the following budget report of the Executive Committee for 1943:

A STATEMENT OF FURTHER DEVELOPMENTS OF THE WORK OF THE  
COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH  
THROUGH A STUDY OF SIGNIFICANT UNDER-  
TAKINGS IN SOUTHERN EDUCATION AND  
BUDGETARY NEEDS FOR 1942-43

1. Nature of the studies
  - a. New practices and materials in secondary and higher institutions

- b. Further development of situations growing out of the Southern Association Study
- c. Studies growing out of requests from other Commissions of the Association
- d. Publication of suitable materials (in the SOUTHERN ASSOCIATION QUARTERLY and other appropriate places)
- 2. Means of developing these studies
  - a. Coöperation with committees and individuals from the Secondary Commission
  - b. Coöperation with the Executive Committee of the Committee on Work Conferences on Higher Education
  - c. Reports to and discussions by the various Commissions and the Association
- 3. Budget requested for the year December, 1942-December, 1943
  - (1) Travel
    - a. Commission \$ 1,500.00
    - b. Conferences and Committees 1,000.00
  - (2) Services to coöperating agencies 1,000.00
  - (3) Assistance for special investigations 500.00
  - (4) Secretarial help and supplies 500.00
  - (5) Contingent 500.00

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**\$ 5,000.00**

Upon motion duly made and seconded the budget report was adopted for presentation to the Association.

At the request of Chairman Hoke the secretary read the following recommendations of the Executive Committee concerning policies with respect to the Southern Association Study in Secondary Schools and other undertakings of the Commission:

“The Executive Committee of the Commission on Curricular Problems and Research presents the following facts concerning the Southern Association Study and proposals concerning policies for consideration and appropriate action by the Commission:

- 1. The Southern Association Study has now progressed to the point from which schools are able to proceed with their programs with a considerable degree of independence;
- 2. The diminishing budget makes it impossible to continue the direction and Staff service on the same scale as that which has been maintained since the beginning of the Study;
- 3. The Commission has the responsibility of continuing within the limitations of a diminishing budget such services to the thirty-three selected schools as will enable them to go forward with their programs of improvement; and



4. The Commission is vitally concerned that the work begun in the schools shall continue even after the expiration of the special grant by means of which Staff services have been supplied.

In view of these facts, the Executive Committee recommends that it be authorized by the Commission to assume direct responsibility beginning July 1, 1943, for the continuation of services to the thirty-three selected schools in the Southern Association Study and to other undertakings falling within the scope of its functions with the aid of such assistance as it may be able to secure and employ with the resources available for these purposes."

Upon motion duly made and seconded the report was adopted.

Father Whelan suggested that the Commission recommend to the Association the selection of prominent persons, such as the president of the Association and the chairman of each Commission, to represent the Association in national planning concerning problems bearing upon education. Upon motion duly made and seconded the suggestion was adopted with the understanding that it be referred to the Executive Committee of the Association.

Chairman Hoke called for the report of the Nominating Committee, which was presented by Dean Chamberlain (see Proceedings\*). Upon motion duly made and seconded the report of the Nominating Committee was adopted.

Chairman Hoke left the chair to propose for the consideration of the Commission steps which should be taken for the improvement of college education to meet the needs of students and of society in the post-war period. Superintendent Rowland suggested that the Executive Committee give this matter consideration and bring its recommendations to the attention of the Executive Committee of the Association. No formal action was taken.

The annual meeting of the Commission as a separate group was closed at 3:45 P.M. Members of the Commission met jointly with the Commission on Secondary Schools on Wednesday morning, December 2, and with the Commission on Higher Education in the afternoon of the same day.

Approved: K. J. HOKE, *Chairman*

Respectfully submitted,  
ROSCOE E. PARKER, *Secretary*

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\* Minutes of the Association, pp. 94-95, this issue of the QUARTERLY.—EDITOR.

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**The Forty-eighth Annual Meeting of the Association will be held the week of November 29-December 3, 1943, in Memphis, Tennessee, with Headquarters at the Peabody Hotel.**



# Constitution and Standards of the Southern Association

## CONSTITUTION

### ARTICLE I

#### NAME AND OBJECT

Section 1. The Association shall be called the Southern Association of Colleges and Secondary Schools.

Sec. 2. The object of this Association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the Association, and to consider all subjects that tend to the promotion of their interests.

### ARTICLE II

#### MEMBERSHIP AND VOTING

Section 1. The members of this Association shall consist of three classes: first, institutions of higher education; second, secondary schools; and third, state departments of education.

Sec. 2. State departments of education, upon application and upon recommendation of the Executive Committee, and institutions accredited by the Commissions of the Association, when approved by the Association, become members of this Association.

Sec. 3. Persons engaged in the work of teaching in or administration of an institution which is a member of this Association and representatives of state departments of education which are members of this Association shall have the right to attend meetings and participate in the activities of the Association.

In transacting the business of the Association, each institution or state department of education, holding membership in this Association, shall have one vote, such vote to be cast by the executive head or his representative; but no person shall cast more than one vote.

### ARTICLE III

#### OFFICERS AND COMMITTEES

Section 1. The officers of the Association shall be a President, two Vice Presidents, and a Secretary-Treasurer. The President and Vice

Presidents shall be elected by a majority vote at the annual meeting of the Association for a single term of one year or until their successors are elected, and they shall be ineligible to succeed themselves directly. The Secretary-Treasurer shall be elected by the Association upon nomination of the Executive Committee.

Sec. 2. There shall be four standing committees of the Association, namely, an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Curricular Problems and Research, and such other temporary or special committees as may be provided by action of the Association.

Sec. 3. The Executive Committee of the Association shall consist of the President, who shall be chairman *ex officio*, the immediate Past President, the Secretary-Treasurer, and six members who shall be elected by a majority vote of the Association for terms of three years, the terms of one-third of whom shall expire each year, and they shall be ineligible to succeed themselves directly. In case of death or resignation, the Executive Committee shall have authority to fill such vacancies.

Sec. 4. The Commission on Institutions of Higher Education shall consist of forty-five members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows :

- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Twelve persons elected at large from member institutions, not fewer than six of whom shall be connected with institutions of higher education.

The terms of one-third of the members of this Commission shall expire each year and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The Commission on Secondary Schools shall consist of seventy-eight members, eleven of whom, as state high school supervisors, shall be members of the Commission *ex officio*. Sixty-seven members of the Commission shall be subject to election not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :

- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.
- (b) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.
- (c) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of the Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms, but this provision shall not apply to the state supervisors who are members *ex officio*.

Sec. 6. The Commission on Curricular Problems and Research shall consist of thirty members who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :

- (a) One person connected with a member institution of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Eight persons elected at large from member institutions.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 7. In the event of death or resignation of a member of one of the Commissions after adjournment of the annual meeting the Chairman of the Commission with the written approval of the President of the Association shall have authority to appoint a successor to the member dead or resigning to serve until the next annual meeting of the Association, provided the person appointed shall qualify in the proper classification as defined in this Article.

## ARTICLE IV

### DUTIES OF OFFICERS

The duties of the officers shall be such as usually pertain to the several offices. The President shall prepare the program for the annual meeting of the Association, preside at the meetings of the Association, and act as chairman of the Executive Committee. The Secretary-Treasurer

shall publish the Proceedings. He shall keep in bank the funds of the Association, paying out the same under such rules as may be provided by the Association.

## ARTICLE V

### DUTIES OF THE STANDING COMMITTEES

Section 1. The Executive Committee shall meet in advance of the regular annual meeting of the Association, and may be called to meet at any other time by the joint action of the President and the Secretary-Treasurer.

The Executive Committee shall have the following duties :

- (a) It shall prepare agenda for the Association and fix the time and place of meeting.
- (b) It shall determine the *amount of the annual dues and prepare a budget*, subject to the approval of the Association.
- (c) It shall make *necessary appropriations* not otherwise provided for.
- (d) It shall nominate to the Association, upon recommendation of the Commissions, persons to fill vacancies on the several Commissions.
- (e) It shall hear appeals, if any, against the findings of the accrediting Commissions, and shall report its recommendations to the Association for final decision.
- (f) It shall receive from the accrediting Commissions and transmit to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (g) It shall receive from the accrediting Commissions lists of member institutions which do not conform to the standards as prescribed, and shall forward these lists to the Association, with recommendations.
- (h) It shall receive from the accrediting Commissions lists of institutions applying for membership which do not conform to the standards as prescribed, and may forward these lists to the Association with recommendations.
- (i) It may call special meetings of the Association.
- (j) It shall, in general, act for the Association while it is not in session, but the acts of this Committee shall always be subject to the revision and approval of the Association.

Sec. 2. The Commission on Institutions of Higher Education shall have the following duties :

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by the institutions of higher education which are members, or which desire to become members, of this Association.
- (b) It shall make such inspection and investigations as it deems necessary.
- (c) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (d) It shall submit to the Executive Committee lists of member institutions and institutions applying for membership which do not conform to the standards as prescribed.
- (e) It shall give to any member institution or institution applying for membership notice of said institution's failure to conform to standards as soon as possible after action has been taken by the Commission.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Institutions of Higher Education shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by a vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 3. The Commission on Secondary Schools shall have the following duties:

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.
- (b) It shall prepare all needed blanks and certificates.
- (c) It shall make such inspection of schools as it deems necessary.
- (d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of secondary schools within the territory of the Association which conform to the standards prescribed.
- (e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Secondary Schools shall be open



unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 4. The Commission on Curricular Problems and Research shall have the following duties :

- (a) It shall study and report to the appropriate standing committee on the accrediting policies of this and similar associations.
- (b) It shall study and report to the appropriate standing committee notable procedures in administering programs of studies.
- (c) It shall stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education.
- (d) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

Sec. 5. The Commissions on Higher Education and on Secondary Schools shall have the authority to collect a fee for the inspection of institutions. All money collected by these Commissions for registration and inspection shall be paid over to the Secretary-Treasurer of the Association. The expenses of the various Commissions shall be provided for by appropriations annually made by the Association or Executive Committee on recommendation of the Commissions.

Sec. 6. The Commissions herein provided for shall elect their own officers, appoint all necessary committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

Sec. 7. All bills of the Association shall be paid by the Secretary-Treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditure shall be made except as may be ordered by the Association or by the Executive Committee.

## ARTICLE VI

### MEETING

There shall be a regular annual meeting held as may be determined by the Executive Committee. A representation of twenty-five of the institutions belonging to the Association shall constitute a quorum for all purposes.

## ARTICLE VII

## DUES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be fixed by the Association on recommendation of the Executive Committee. Failure to pay dues forfeits membership.

## ARTICLE VIII

## AMENDMENTS

The Constitution and By-Laws of the Association may be amended by a majority vote at any regular annual meeting at which a quorum is present, provided that the proposed amendment has been submitted at one regular annual meeting and that final action may not be taken until the next regular annual meeting.

## STANDARDS OF THE ASSOCIATION

STANDARDS FOR COLLEGES OF ARTS AND SCIENCES AND TEACHER  
TRAINING COLLEGES

*Statement of Principles.*—It is fitting that a statement of the principles by which the Southern Association of Colleges and Secondary Schools is guided be made in order that the basis for action taken from time to time may be more clearly understood, and in order that all institutions may understand more fully the policies which they are expected to maintain. It may serve to answer many questions which are sincerely asked by those not fully acquainted with the Association and the basic philosophy by which it is guided.

In the first place, the Southern Association of Colleges and Secondary Schools is a voluntary organization, the instrument of the institutions that belong to it, through which they express their collective judgment and purposes. It seeks continuously to keep education close to the realistic needs of changing conditions and to protect its members from the handicap of temporary forces which might impede their progress and endanger their services. It is dedicated to the high purpose of promoting and maintaining sound educational programs and procedures through helpful coöperation. It welcomes to its membership institutions that exemplify this spirit and that meet its standards; it declines to accept as members those institutions that do not; and from time to time it has dropped from its roll those that have flagrantly violated its principles. These principles are simple, self-evident truths that require no elaboration, and are obviously basic to sound educa-

tion and effective democracy. They derive from the philosophy distinctive of America that to keep education free from political manipulation is fundamental to the preservation of liberty. They may be briefly stated as follows :

1. First of all freedom to teach the truth as he sees it is the privilege and the responsibility of the teacher, without which there is no hope of sound education. This is the heart of education's guarantee for freedom and the guarantee against totalitarian threat to the democratic way of life. This does not preclude special arrangements between institutions and teachers, nor is this to be interpreted to mean that one has the right to be protected by this principle if he teaches the overthrow of the principle or of the system out of which it springs.

2. The guarantee of this freedom means security of position after a reasonable probationary period, which is the accepted policy of every stable institution of higher learning. This does not mean that a teacher has the right to indefinite employment if he becomes for any reason incompetent, unable or unwilling to perform his full duty, or that he may not be dropped for violation of institutional contract, but it means that he cannot arbitrarily be dismissed. This fact emphasizes the importance of filling teaching positions on the basis of merit alone ; that is, on the basis of qualifications in training and experience, in ability, industry, and character. Only by careful selection of teaching staffs, and proper security of tenure can institutions of higher learning best serve society which supports them. The occasional practice of filling or attempting to fill educational posts with political "favorites" by governors or other officials or by representatives of other vested interests, ecclesiastical or economic, can never be justified, because it destroys educational integrity.

3. Sound education is founded on democratic ideals and reflects the spirit of democracy, which declares certain rights to be inalienable, the right of trial by jury and of fair treatment, the right to worship God according to conscience, and to vote according to conviction. The conscientious exercise of these rights should in no way affect the status or tenure of a member of the staff of a college or university. The institution which fails to observe this principle betrays both the democratic and the educational ideal cherished by every true American. This does not mean that institutions are not at liberty to consider a teacher's religious views or church relationship when he is being employed, particularly in the case of church-related institutions.

4. The people through their duly elected representatives have the right to determine, within the framework of constitutional guarantees, the policies of educational institutions which they support, whether

they be independent, church-related, or state-supported ; but there are certain well established principles by which sound educational procedure is guided. The Board of Trustees (or Regents) is the legislative body whose function it is to determine the broad policies of institutions. Though it may have the power, it has not the right to assume the duties of the administration in the employment or discharge of staff members against the recommendation of the administrative officers, just as the administrative officers have not the right to determine what students have passed or failed against the recommendation of the professor. When either the board of control or the administration of an institution undertakes to assume duties outside its proper sphere, as defined in the institution's charter, the soundness of the entire educational program is jeopardized.

5. Statutory provisions which give the governor or any other officer or agency arbitrary power over the budget of institutions and through that over the salaries of their personnel, actually deprive the board of control of its power. All its acts may be nullified by the act of one individual or agency. Under such a system sound education is in constant jeopardy.

6. Freedom to investigate and to publish the results of research is fundamental to the promotion of higher learning and social progress. Institutions have no right to withhold or to require the withholding of results of research carried out by its staff members, except in rare cases of national emergency when findings may be deemed of value to the enemies of the State. Spokesmen for totalitarian states have denied the validity of this principle, but it is basic to the democratic conception of education and learning.

7. All through history leaders have arisen from time to time who have sought to suppress ideas by the proscribing or burning of books. A recent impressive example is that of Nazi Germany. An institution has the right to discard books which are not deemed suitable for its library, but this, like other instructional and administrative matters, is the responsibility of the faculty and the administration, not of the board of control. Whenever trustees or regents undertake jurisdiction in such matters, they exceed their rights, and, therefore, endanger the educational program.

8. The great movement of liberty-loving peoples, which began at Runnymede in the thirteenth century, has sought to eliminate arbitrariness, the whim and caprice of rulers high and low, and to establish a government of laws rather than of men. The Constitution, the Bill of Rights, and the great body of laws developed in democratic countries, all have been directed towards achieving this goal. Bias and prejudice



are the enemies of objective judgment and justice. The history of democratic government records the struggle of the race to eliminate them as elements in social control. The history of educational administration records a similar struggle. Sound education can be developed only when bias and prejudice have been eliminated in the relation between teachers and students, in the relation between administrators, teachers, and students, and in the relation between Boards of Control, administrators, teachers, and students. It is a fundamental of sound procedure, therefore, that these enemies of objective judgment and justice be eliminated from educational systems as factors determining actions taken. In upholding this principle educational associations may be a strategic bulwark in support of the American way. In failing to uphold it they may be responsible for destroying some of the most precious values in our democratic heritage.

*Preamble.*—The Southern Association of Colleges and Secondary Schools was organized in 1895 for the purpose of improving the quality of work and the procedures to be followed in the institutions belonging to it. The Association is composed of members who voluntarily join in and willingly accept its standards. It does not desire in the least to exercise authority over institutions which are not members; and it brings no pressure of any kind to have schools or colleges join its ranks. It wishes to have an attitude of inclusiveness so as to welcome those who wish to join and who are properly qualified, but it is insistent that institutions must meet its requirements in letter and in spirit before they are accepted and after they become members.

The standards as outlined apply to colleges of arts and sciences and cover only incidentally graduate, professional, technical, or specialized departments. All these must be measured by tests which are additional to the regular standards mentioned below.

It is expected that the standards of the Association shall have been met by any institution for a long enough period of time to be operating satisfactorily. Recognition is not to be granted on the promise that requirements are about to be met or will be met.

The status of provisional membership shall be inaugurated after an institution meets the technical requirements for admission to the Association and after the application for admission has been approved by the Commission. It will be given this status of provisional membership for two years, subject to review and final action at the end of that period. This type of membership shall carry the privilege of voting but not the privilege of holding office or committee assignments.

No institution of higher education may be considered for membership until it has had a special study under the direction of the Com-



mission on Institutions of Higher Education. Information regarding this special study may be obtained through the Executive Secretary of the Association.

Every institution which holds membership, and all those which are applying for recognition, must supply very full data on all points covered by the standards, and on such others as may be requested by the Commission. The reports are to be furnished on blanks provided by the Association.

*Standard One.*—REQUIREMENTS FOR ADMISSION. Ordinarily\* the requirement for admission shall be graduation from an approved secondary school with the minimum of fifteen units (or eleven such units from a three-year senior school), or the equivalent of this requirement as shown by examination\*; but the Commission on Institutions of Higher Education may arrange for properly safeguarded programs with other requirements. Candidates for admission from secondary schools requiring more than the normal four years for graduation may be accepted when their transcripts show the full equivalent of graduation from a four-year secondary school. In the preparatory training, there should be several sequences of subject matter adapted to the curriculum of the institution where admission is sought. The certificate should show the quality of work accomplished and give information as to the personality, character, and health of the applicant. Supplementary psychological or achievement tests are advised. All information needed about a student should be in the hands of the institution before registration is permitted. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

*Standard Two.*—REQUIREMENTS FOR GRADUATION. The minimum requirements for a baccalaureate degree shall be 120 semester hours, or the equivalent, with such qualitative restrictions as may be deemed needful. The giving of a variety of degrees, especially by a small institution, should be discouraged.

*Standard Three.*—INSTRUCTION. The effectiveness of an institution should be measured largely by the quality of its instruction. This should be a principal concern of both administration and faculty. Data on this point should include classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results,

\* See "Minutes of the Forty-seventh Annual Meeting," page 89, for an interpretation of "Standard One," striking out the word "ordinarily" and adding at the end of this clause "on fifteen units." See also footnote, page 140, as to the problem of amending the standards of the association.

including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

*Standard Four.*—TRAINING AND DEVELOPMENT OF THE FACULTY. The training and experience of the teaching staff are important items in testing an institution. In general, the heads of departments should have the doctorate in their respective fields or the equivalent, but adequate graduate training of high quality should be expected of all staff members. There should be at least one well trained teacher for an average of twenty students. In addition, all members of the faculty should belong to learned societies appropriate for their departmental work, should keep up with their publications, and attend their meetings with reasonable diligence. At least some members of the faculty of each institution should be interested in writing articles or books. There should be evidence that the faculty participate in the program-making of the institution and that the faculty meetings are stimulating and helpful.

*Standard Five.*—TEACHER LOAD. As the effectiveness of a teacher depends to a large extent on his having some time of his own for research and for recreational activities, he should not be burdened with too heavy a teaching load. A schedule of more than sixteen credit hours a week should be carefully investigated, as also the handling of unusually large classes. The faculty committee assignments should be given consideration in the teaching load, and all specialized teaching in extension work, correspondence courses, honors programs, and the like, should be counted fully as a part of each teacher's activities.

*Standard Six.*—REMUNERATION AND TENURE OF THE FACULTY. Full professors should receive a minimum salary for nine months of work of not less than \$3,000, while the minimum for other ranks should not be less than the following: associate professors, \$2,400; assistant professors, \$1,800; and instructors, \$1,200. The faculty remuneration should not include housing or living arrangements unless on an optional basis. Provision should be made for pensions and for occasional leaves of absence. Tenure should be regarded for all professional ranks as continuous after a tentative period has expired. There should be no unreasonable restrictions as to academic freedom, but the faculty should recognize a corresponding responsibility in the exercise of this privilege.

*Standard Seven.*—FINANCIAL SUPPORT. In the case of institutions owned or controlled by states, municipalities, or other units of government, there should be appropriated by the supporting agencies, or

derived from endowment, an average sum of \$150 a student in addition to any income derived from student sources.

In the case of private or independent institutions, there should be a minimum endowment (in excess of all indebtedness) of at least \$500,000 for an institution having 300 students or a smaller number, with an increase of at least \$100,000 of endowment per each additional 100 students or major fraction thereof. It is essential that this minimum endowment be well invested and productive.

In the case of institutions supported or controlled by churches or denominations, it may be allowed that they have a minimum endowment of \$300,000 provided that they have annual contributions regularly paid of \$5,000 income for each \$100,000 endowment that may be lacking. In the case of Catholic institutions, contributed life service may be allowed to substitute for the annual support, but the minimum of \$300,000 endowment is expected in any event.

If an institution gives graduate or professional or specialized service in addition to the program of arts and sciences, larger support will be expected.

*Standard Eight.*—INSTRUCTIONAL EXPENDITURES. The percentage of income spent on the more direct instructional processes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff (omitting administrative officers); (2) the expenditures of the library for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom and laboratory supplies, but not permanent equipment. The total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, excluding the summer session, and the results should indicate an expenditure of not less than \$150 per student annually.

*Standard Nine.*—THE LIBRARY. Since in many respects the library is the heart of the college, its effectiveness is one of the surest tests of institutional worth. The collection of books and periodicals should be tested frequently by comparison with the Shaw list or other standard guides. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. There should be a live and well distributed collection of at least 12,000 volumes exclusive of duplicates and government publications. There should be an expenditure of an average of five dollars per student for books, periodicals, and binding. The librarian or librarians should be well trained and experienced, and should have faculty rank. The salaries for the staff should average not less than the equiv-

alent of five dollars per student enrolled in the institution. In case graduate work, professional training, or other specialized services are attempted, heavier expenditures than those above permitted should be expected. A careful record should be kept to show the use of the library by faculty and students; and arrangements should be made so that all students may receive instruction from time to time in the use of the library.

*Standard Ten.*—**PHYSICAL PLANT AND EQUIPMENT.** The buildings and grounds for an institution must be judged by the program of service it undertakes to render. There should be sufficient land or a campus to provide for the buildings needed and give an opportunity for recreational activities. The buildings should be located and constructed so as to be suitable for class work, laboratories, administration, health, recreation, dormitory facilities, and student activities. Lighting, heating, ventilation, and general sanitary conditions should be carefully provided. The care and upkeep of the buildings should be factors in determining the effectiveness of the plant.

*Standard Eleven.*—**STUDENT PERSONNEL WORK.** Provision should be made for handling students as individuals, including careful records, academic and personal, counseling, as to the college program and personal problems, physical examinations for tuberculosis and other physical defects, vocational and placement advice. All such service in each institution should be carefully correlated, whether rendered by students, faculty, administrative officers, or alumni.

*Standard Twelve.*—**EXTRACURRICULAR ACTIVITIES.** The extent to which student activities add to the educational efficiency of an institution or detract from it will determine their value. The entire program should be under faculty supervision. The participation of students should be as far as possible on a fair try-out basis. Fraternities or social clubs should not initiate members until their academic standing is fully approved. The "spoils system" in student elections should be eliminated. The financial programs of all extracurricular activities should be audited, reported to students and faculty, and careful management assured.

*Standard Thirteen.*—**INTERCOLLEGIATE ATHLETICS.** It is essential that there be faculty control of all phases of intercollegiate athletics. This should cover specifically the admission of students, the choice of studies to be pursued, the grades attained, scholarship aid permitted, and other similar details. Athletes should have the same treatment as other students in these matters. The athletic coaches should be reg-



ular members of the faculty, appointed as other members, with tenure and remuneration suitable to the faculty scale.

The financing of athletics should be a function and responsibility of the institution and under the control of the administration. Purchases should be made on requisition forms and all receipts and expenditures should be shown in detail in the college audit. Debts and assets should be the institutional responsibility.

All members of this Association which engage in intercollegiate athletics should hold membership in some athletic conference or association of approved standing and requirements. Exemption from this requirement may be granted for reason by the Commission on Institutions of Higher Education.

*Standard Fourteen.*—GENERAL ADMINISTRATION. The members of the board of trustees should be chosen because of their ability and willingness to serve the institution without selfish motives. Responsibility for the college administration should be centered in the president or chief executive officer with other officers responsible to him. Tenure should be relatively secure. Nepotism in appointments should be strictly avoided throughout the institutional organization. No one college officer or trustee should have charge of the making of investments or handling the finances.

There should be a carefully prepared budget each year and centralized purchases and records. Departmental officers to whom definite responsibility has been assigned should be supported by the administration so as to develop loyalty and enthusiasm.

*Standard Fifteen.*—SPECIAL ACTIVITIES OR RELATIONS. General standards set up for the regular session of nine months as outlined herein are expected to be applied to other activities or relations of each institution. If a college or university is a member of a state system or a denominational group and is required to accept credits of other members or units of the system, then *every member or unit* of such a system must make reports and be approved by this association. This applies also to branches or junior colleges operated by any institution.

Work done for degree credit in summer schools, extension service, correspondence studies, or accepted for credit by any institution when done under auspices of some other college or university must be strictly administered. Such work must be done under conditions which approximate those of the regular college term as to entrance requirements and supervision, the training and remuneration of the faculty, teaching loads, library and laboratory facilities, and the like.



*Standard Sixteen.*—ALUMNI RECORDS AND CONTACTS. If adequate information were obtainable in regard to the attitude and achievements of those who have attended an institution, it would serve as a sufficient single standard for accrediting. It is important for a college or university to keep careful records in the Registrar's office, or in a supervised alumni office or elsewhere, not merely for a few outstanding graduates but for all who have attended. These records should show those who have gone on for further study, should indicate the occupations followed, contributions to public or community service, and other items that may measure the influence of the institution in church or state. A college or university should consider carefully the carrying on of an educational program among its alumni. These should be encouraged to maintain an interest in their Alma Mater and contribute to its support, but care should be taken that they do not dominate the policies and programs of the institution.

*Standard Seventeen.*—GRADUATE WORK. The giving of degrees beyond the baccalaureate level is not permissible unless the undergraduate foundations are carefully laid and the institutional support is unusually strong. For the giving of the Master of Arts degree an institution should have an institutional expenditure a student of not less than \$250.00 as interpreted in Standard Eight, and should have faculty training and remuneration and teaching loads, as well as library expenditures and facilities, distinctly above the average. Advanced degrees should be limited and awarded according to the best recognized standards for such work. No university should offer the doctorate unless in addition to meeting the conditions enumerated above the institution is outstandingly strong.

*Standard Eighteen.*—PROFESSIONAL SCHOOLS OR DEPARTMENTS. Any institution which operates a professional school or department must meet the general requirements outlined above for the baccalaureate work and in addition must have support or resources which will insure the maintenance of such special work without weakening or jeopardizing the undergraduate program. All such professional schools must be recognized by the appropriate national association or standards when such are available, but this Association may also check the efficiency of the same.

*Standard Nineteen.*—STANDING IN THE EDUCATIONAL WORLD. There are many varieties of institutions in the membership of the Association, and there is no desire to standardize or cut them to a pattern. The records made by the students of any institution in other colleges or universities to which they may have transferred will be an important factor in determining its effectiveness.

*Standard Twenty.*—**MAINTENANCE OF EDUCATIONAL IDEAL.** In determining the fitness of an institution to meet the requirements of the Association, due consideration shall be given to the type of the institution, its announced purposes and objectives, and the relation between its resources and its educational undertakings.

The tone of an institution is one of the most important factors in its recognition. Fairness in recruiting students, truthfulness in publications and on the part of those who represent the institution in soliciting students, or in other relations, conservatism in granting honorary degrees, and a spirit of coöperation in educational work, and saneness in the awards of scholarships and loan funds are factors of importance in judging any institution.

*Standard Twenty-one.*—Extension and/or correspondence courses, when offered by member colleges, should be an integral part of the curricular program, supervised by the college administrative staff, taught by duly appointed and properly qualified members of the staff and should meet fully the standards of resident courses. The hours for teaching such courses are to be a part of the teachers' scheduled load. Credit for undergraduate courses in the major subject or for more than one-fourth of the work required for the baccalaureate degree should not be allowed for such courses. Transfer credit should be allowed only for extension and/or correspondence courses meeting the above qualifications.

### STANDARDS FOR JUNIOR COLLEGES

*Standard One.*—**STATEMENT OF PRINCIPLES.\*** A flexible rather than a rigid system should be the guiding principle in formulating standards for educational institutions in a democracy. Schools and colleges should be encouraged to be different rather than to be pressed into set moulds to make them all alike. Junior colleges should carefully define their aims and objectives and be judged by the means employed and the success obtained in reaching those aims and objectives. The junior college should be judged as a whole, in terms of what it *is* and *does*, giving special attention to the quality as well as to the quantity of work done. To be accredited, a junior college must be legally authorized or chartered as an educational institution.

*Standard Two.*—**ORGANIZATION.** The junior college is an institution offering two or four years of instruction suited to the needs of its particular constituency. Two types are recognized: first, a two-year institution embracing two years of standard collegiate study, based on

\* See also "Statement of Principles" at beginning of "Standards for Colleges of Arts and Sciences and Teacher Training Colleges," preceding.

the successful completion of an accredited three- or four-year high school course; second, an institution embracing two years of standard collegiate study, integrated with two years of accredited high school study, all four years administered as a single unit. In any case, the last two years are to be equivalent in prerequisites and thoroughness to the work offered in the first two years of standard two-year junior colleges. The program of the last two years may be so organized as to be preparatory to the last two years of senior liberal arts, professional or fine arts colleges, or it may be general, semi-professional, or terminal.

*Standard Three.—ENTRANCE REQUIREMENTS.* The two-year junior college shall require for admission graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination (or twelve units from an approved three-year senior high school). The four-year junior college shall require eight acceptable units or their equivalent for entrance. Certificates of admission should show the quality of work accomplished and give information as to the personality, character, general ability, and health of the student. Psychological achievement tests are advised. All possible information about a student should be obtained before registration is completed. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

*Standard Four.—GRADUATION.* Junior colleges shall not grant degrees. For the diploma of graduation, or the title of Associate in Arts, the student, in addition to meeting the entrance requirements for the particular type of curriculum he is pursuing, must complete at least sixty semester hours of academic credit or the equivalent, with such qualitative requirements as each institution may require. A minimum of two hours of laboratory work shall count as the equivalent of one hour of lecture, recitation, or test.

*Standard Five.—FACULTY.* The training and experience of the members of the faculty are important items in evaluating a junior college. The junior college teacher of academic subjects shall have a master's degree or at least one year of graduate work. The courses taught by any teacher shall be in the field of specialization. Teachers may teach on either the high school level, or the college level, or both when prepared as stated above. In the last two years of the college, there should be not more than twenty students for each teacher. The faculty members should belong to learned societies appropriate for their special work, and should be familiar with the publications of their societies. The faculty meetings should be stimulating and helpful. The salary

scale shall be such as to secure and retain teachers of thorough training; the salary of departmental heads should be, in general, not less than \$2,000; the salary of other teachers should be in proportion.

*Standard Six.*—INSTRUCTION. The junior college should be known as an institution in which effective teaching is accomplished. Data on instructional efficiency should include information concerning classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

*Standard Seven.*—TEACHING LOAD. A schedule of eighteen credit hours a week should be the maximum, as should class enrollments of thirty-five students. The teaching of a high school class meeting five hours a week will be considered the equivalent of three credit-hours in a teacher's load. Two hours laboratory work shall be counted as one credit hour. Faculty committee assignments, sponsorship of extracurricular activities, and other non-teaching duties, should all be given consideration in the teaching load. As far as possible, every teacher should have some responsibility for contact with students in their extracurricular activities.

*Standard Eight.*—FINANCIAL SUPPORT. Each junior college shall show conclusive evidence that it is able adequately to finance the program defined by its stated objectives. Whether this financial support be derived from endowment, state or other public sources, church donations, or student fees, it must be clearly demonstrated that this support has been regularly received over a period of at least three years, and that there is reasonable assurance that it will continue. This support shall be adequate to secure and retain well-prepared teachers with successful experience, and be sufficient to sustain every educational activity undertaken by the institution.

An important item of financial support is the expenditure per student for instructional purposes as explained in Standard Nine. The extent to which the institution depends upon student fees, the regularity of income from endowment, church and other stable sources, the avoidance of debt, and the accounting procedures of the institution are all items of importance. In any case the minimum annual income from sources other than student fees or payments should be \$10,000.

*Standard Nine.*—INSTRUCTIONAL EXPENDITURES. The percentage of income spent for instructional purposes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching



staff, omitting those of administrative officers; (2) the expenditures for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom laboratory supplies, but not permanent equipment; the total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, and the result should show an expenditure of not less than \$100 per student annually.

*Standard Ten.*—THE LIBRARY. The collection of books and periodicals should be compared frequently with the Mohrhardt's list or other standard guides. The library building should be well lighted, have reading room space for at least twenty per cent of the student enrollment, be fireproof, if possible, and have adequate quarters for the working staff. For a small junior college, there should be a collection of books, adequately catalogued, carefully selected with reference to the subjects taught, and professionally administered, of not fewer than 4,000 volumes, exclusive of public documents. At least fifty magazines and periodicals should be taken each session. Attention shall be given to the possession of standard works of general and special reference, their number and recency.

The librarian should be a full time library employee, have a degree in library science, and have faculty rank.

There should be an annual expenditure of an average of at least two dollars and fifty cents per student for books, periodicals, and binding. All students should receive at least elementary training in the use of the library. A careful record shall be kept of the use of the library by faculty and students.

*Standard Eleven.*—LABORATORIES. The laboratories shall be equipped for individual instruction for each laboratory course offered in science, as well as for all vocational and semi-professional courses. If the fine arts, including drawing, painting, commercial art, and music are offered, the equipment in these departments shall all be considered in accrediting a junior college.

*Standard Twelve.*—PHYSICAL PLANT. The material equipment, including the buildings, grounds, laboratories, apparatus, lighting, heating, ventilation, the nature and condition of its lavatories, corridors, classrooms, closets, water supply, furniture and methods of cleaning and general sanitary conditions, shall all be considered in accrediting a junior college.

*Standard Thirteen.*—STUDENT PERSONNEL WORK. A program of guidance should be provided. Scholastic and personal data, including



records of all physical examinations, and of vocational and placement advice, should be kept for each student.

A system of permanent records, showing clearly both the secondary and the college credits of each student, shall be accurately administered.

*Standard Fourteen.*—EXTRACURRICULAR ACTIVITIES. There should be provision for extracurricular activities and ample opportunity for development of leadership and initiative. These activities, including athletics, amusements, sports, fraternities and sororities, should all be under general faculty supervision and should not occupy an undue place in the life of the junior college. If the junior college engages in inter-collegiate athletics, it should hold membership in some athletic conference or association of approved standing.

In evaluating the program of a junior college, account shall be taken of all student activities, such as student government, student publications, literary societies, debating and speech activities, science, music, art, and foreign language clubs, religious and social service organizations.

*Standard Fifteen.*—THE GENERAL TONE OF THE INSTITUTION. The general atmosphere and spirit of its administration, the nature of its publicity, the truthfulness of its publications and on the part of those who solicit students, its code of ethics, and its standing in the estimation of senior colleges, universities, and other educational agencies, shall all be carefully considered in determining the rating of a junior college.

*Standard Sixteen.*—RECORD OF TRANSFER STUDENTS. The records of students transferred to higher institutions over a period of three or more years shall be carefully considered in accrediting a junior college. No junior college shall be admitted to membership in the Association until it has graduated at least three classes.

*Standard Seventeen.*—ASSOCIATION SURVEY. No junior college shall be recommended for membership until it has been surveyed by a committee regularly appointed by the Commission. Any member junior college of the Association shall be open to inspection at any time and may be required to make reports at any time.

## STANDARDS FOR SECONDARY SCHOOLS

*(Statements in parentheses are interpretations or explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.)*

## ARTICLE I

The Commission on Secondary Schools shall consist of seventy-eight members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected\* by majority vote of the Association for terms of three years, as follows :

(a) A state high school supervisor,\* or other representative, from each state department of education within the territory of this Association.

(b) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.

(c) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.

(d) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

## ARTICLE II

The Commission on Secondary Schools shall have the following duties :

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication lists of secondary schools within the territory of the Association which conform to the standards prescribed.

\* By amendment to the Constitution, Article III, Section 5, the state supervisors are now *ex. officio* members of the Commission and are not affected by the clause declaring members ineligible to succeed themselves after two successive terms.—EDITOR.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

### ARTICLE III

The meetings of the Commission on Secondary Schools shall be open unless the business is of such nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

### ARTICLE IV

The Commission shall describe and define unit courses of study in the various secondary school programs. The minimum standard for accrediting shall be:

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No three-year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. (These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth.) Five-year or six-year schools embracing grades 7, 8, 9, 10, 11 and 12 shall conform to the same standards as four-year senior high schools, and the decision of the State Committee shall be final as to whether a school is a bona fide four-year high school or in reality a five- or six-year junior-senior high school combination. A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. No student who does not rank in the upper 25 per cent shall take more than four academic subjects with the exception of seniors that need a fifth subject for graduation. No student shall take more than five academic sub-

jects. A different practice in the school must be explained to the State Committee.

An academic year shall be not less than 175 days during which the school is actually in session exclusive of holidays.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. (In interpreting this standard, exceptions may be made in the case of teachers of specialized, non-academic subjects added to the high school curriculum because of national defense needs.) Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(This regulation does not apply to a person transferring from one member school to a similar position in another member school provided not over two years elapse from the time of leaving the first position to entering the work in the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the "beginning teacher" status until the 12 hours of education required above have been completed. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)

(c) The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in



laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

(d) The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) A member school whose records for the immediately preceding five years show significant weaknesses and low achievement as evidenced by many "warnings," poor achievement of its pupils in college, low achievement quotients of its pupils on standard tests, low standing as indicated by evaluation using the criteria of the Coöperative Study of Secondary School Standards, large yearly teacher turnover, nepotism, the employment of too many local teachers, or disregard by the community of a good professional attitude, may be warned or dropped from the Association.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(Sixteen daily recitations in high school subjects taught by not fewer than four teachers is considered a minimum in enforcing this standard.)

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Full data relative to changes must be presented annually.

(These reports, with membership dues, must be filed with the state chairman by October 15. New schools must submit evidence of application for membership, such as a resolution by the local board.)

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The size of classes shall not be such as to impair efficiency of instruction.



The maximum number of students in any academic class shall be 40 with a pupil-teacher ratio of not more than 30 as the pupil-teacher ratio for the school.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined.

(k) The Commission recommends \$1,000 as the minimum salary for teachers.

(The Commission recognizes \$900 as a minimum salary for a year. Allowance in this minimum for room, board, and other items, if given as part payment of salaries, shall not exceed \$300. A school in which a full-time teacher receives less than this amount may be warned or dropped.)

(l) Accurate and complete records of attendance and scholarship must be kept in such form as may be conveniently used and safely preserved.

(m) If the lower division of a junior college covers three or four years of high school work, it shall be accredited by the Commission on Secondary Schools as if it were a separate high school, and under the Standards for Secondary Schools. If the lower division covers one or two years only, and is therefore incomplete as a high school of standard type, the institution as a whole must be accredited by the Commission on Institutions of Higher Education, applying to the lower division the Standards for Secondary Schools as follows: Article IV, except (g) first sentence requiring four full-time teachers, and excepting also (h) and (j) regarding separate reports and inspections. Article X regarding the Library applies in full.

(n) Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.

(Any school applying for accreditation and not fully meeting this standard should file with its annual report through the State Committee a full explanation. The interpretation and explanation of Article IV, Section (n) as adopted in the Richmond meeting of the Association December, 1936, are in full force and effect.)

## ARTICLE V

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

## ARTICLE VI

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1, of each year. A school shall be removed from the accredited list for failure to maintain these standards.

## ARTICLE VII

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15, of each year, any cases of lack of preparation of, or other information relating to, students coming from schools in his state on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

## ARTICLE VIII

All secondary schools that are members of the Association shall pay annual dues of \$10.

## ARTICLE IX

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

## ARTICLE X

Standards for school libraries :

*I. Books*

(1) Enrollment of 100 or less students : 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students'

use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students: 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students: 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students: 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students: 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

## *II. Librarian*

(1) Enrollment of 100 or less students: Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students: Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students: Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students: Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students: Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

## *III. Appropriation*

(1) Enrollment of 500 or less students: Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students: Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

#### *IV. Course in Use of Library*

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

#### *V. Organization*

(1) Enrollment of 100 or less students: At least an adequate shelf-list made and an adequate loan system installed.

(2) Enrollment of more than 100 students: Card catalogues, shelf-lists, accession record, and adequate loan system.

#### *VI. Equipment*

(1) Enrollment of 100 or fewer students to 200: Separate classroom or end of study hall fitted up with shelving, tables and chairs, always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students: Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students: Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students: Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

#### *VII. These Regulations Are Effective Now*

(1) Schools that do not comply with library standards subject themselves to being dropped.

(2) The Commission will not impose undue burdens on librarians who were employed prior to December, 1929, and who are giving satisfactory service. The Commission does reserve the right, however, to require of such librarians reasonable additional training in Library Science.





# The United States Navy Program in its Relationship to the Schools and Colleges\*

BY RALPH A. SENTMAN

*Lieutenant Commander, United States Navy (Retired)*

Fellow Americans, the Navy Department appreciates the invitation to be represented at the annual meeting of the Southern Association of Colleges and Secondary Schools. The Chief of Naval Personnel, in his absence, has asked me to express again the appreciation of the Bureau for the splendid way in which the educational institutions of America have assisted the armed services in this, our time of crisis. The Navy is particularly indebted to the American colleges because it is from the colleges that the Navy is drawing the thousands upon thousands of reserve officers to man the rapidly growing fleet.

It is not quite a year since that unforgettable and unforgivable morning at Pearl Harbor on the 7th of December; yet, since that time the Navy has doubled, redoubled, and again redoubled its manpower. From among your former students in large part have come the officers of this new Navy. During this past year I have travelled from coast to coast visiting the hundred and one activities of the Navy. On every shore establishment, on every ship of the line, as well as the smaller craft, I have met your graduates. Men whose fathers cleared the Atlantic of German "U" boats and convoyed the first American Expeditionary Force to Europe in those dark days of 1916, and sometimes men whose grandfathers sailed the seas with Semmes of *Alabama* fame. I can truthfully say that I have never met a more earnest, willing, and courageous group. They are men who reflect credit upon the colleges from which they came; they reflect credit upon their masters who through the college years formed them into the men that they are today. To you and to the colleges and schools that you represent, the Navy wishes to express its deep gratitude.

Today, however, the Navy is faced with a task which for sheer magnitude dwarfs the accomplishments of the past. During the coming year the Navy must find men and officers to man a fleet of twice the present size. Thus, at a time when normal individuals could rest content with the magnificent achievements of the past, we face the future with the necessity of redoubling our efforts and, we hope, redoubling our achievements. It is in the face of this problem that the Navy asks for your continued coöperation, for it is only with that coöperation, given generously and in full measure, that the Navy can hope to complete its mission.

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\* An address delivered before the Forty-seventh Annual Meeting of the Southern Association of Colleges and Secondary Schools, Memphis, Tennessee, December 3, 1942.

The qualities required of an American seaman or an officer are not easily defined. There are physical and intellectual standards, of course, that must be met. But above all there are those indefinable qualities of character—high morale and what might be called intestinal fortitude. In these days of rapidity of action—when a battle is won or lost in two or three minutes of gunfire—men must possess all of these qualities and be able as well to react quickly to whatever situation they may face.

The Navy, as you and I realize, cannot develop in a few months of specialized training these qualities of character so necessary in modern warfare. Consequently, it looks to the colleges to lay the foundations upon which it can build. The problem of developing men of character is your problem. I am not an educator; I can judge only by the results. If you ask me to be more specific in regard to intellectual qualities, to suggest curriculum, I can only repeat what Navy representatives have said time and again in the past: "Send us men who are well grounded in the fundamentals in mathematics through trigonometry, who have had at least a year's work in physics, who are able to write and speak English clearly, and who know and appreciate as much as possible of the history and the traditions of these United States."

A great deal is heard about preinduction training in navigation, radio, electricity, and aeronautics. This type of training if properly administered is all to the good, but the Navy again says, "Stress fundamentals, and your major task will be performed." I hardly need to add, since it is so obvious, that your students as future men and officers should be physically fit. Upon this three-fold foundation of character, mental alertness, and physical fitness, the Navy can quickly develop the specialized qualities necessary to man the fighting Navy of today.

You are curious, of course, to know just how the extension of the Selective Service System to the eighteen-year-old group will affect the institutions of higher learning. When I left Washington a few days ago, the details of the program were still being studied. I had hoped to be able to present something definite on this subject, and I still hope that before the conclusion of this conference an announcement of all the details of the new program will be made. However, I can say this: the armed services are well aware of the necessity for continued education to fit our young people for the duties which they will be called upon to perform, either in industry or in the fighting services. The American Council on Education has already set forth its views at some length on this subject, and I can assure you that these views are being given very careful consideration.

The Navy has no thought of forgetting its commitments to the American colleges as a whole nor to their students individually under the various "V" programs—V-1, V-5 and V-7. The commitments made to those students who joined the Naval Reserve under these programs will be carried out to

the last detail. Exigencies of the war may require changes in future policy of recruitment, but the commitments which the Navy has made in the past will be faithfully executed.

In conclusion, let me say that not all of us will have the opportunity to serve on the fighting front. Some of us will never point a gun nor know the excitement of battle; some of us may never land on hostile shores; yet, in our way we may play just as vital a role in the war effort as the fighting man. In one sense we may be called to play even a more difficult role because it will be less satisfying. It seems to me that the American colleges and American educators today are called to act such a role. Without the excitement of battle, American educators must carry on from day to day training the men of tomorrow—the man who tomorrow will man a great new fighting Navy. It is to you, educators of the Southern Association, that the Navy appeals for continued coöperation during those critical days ahead.

# Civilian and Military Education in War and Post-war\*

BY FRANCIS J. BROWN

*American Council on Education*

This is two speeches in one. The first is a very concise statement of the educational program of the armed forces, which raises the question, "What are schools and colleges going to do to recognize the educational values of such training for those men and women who are returning to educational institutions upon discharge from military service?" The other is at least one answer to this question—an answer provided through the deep interest of the armed forces in the post-war educational readjustment of those whose education has been interrupted by a war.

The armed forces are today inducting the most extensive educational program in the history of any nation. By June, 1943, more men and women will have completed basic military training than the combined enrollment in our secondary schools and colleges. This basic training is no longer manual of arms but includes elementary technical training and something, at least, of the historical background of war. In addition to this basic training, approximately half of all those in the armed forces have attended one or more technical schools. Many of these schools are conducted by the armed forces themselves, others are carried on in schools and colleges under contract with the armed forces.

These training programs vary from one intensive course of only a few weeks duration to programs of ten months in length and on the graduate level. In a recent study by the American Council on Education, including 610 colleges and universities, it was reported that there were 93,000 men and women in uniform on their campuses. This number does not include the many thousands taking preinduction training through Civilian Aeronautics Authorities nor those enrolled in courses offered through the Engineering Science Management War Training Program. It is probable that this educational program will continue its present expansion both in the number of institutions utilized and the number of men and women involved. As new military needs arise, specialist training programs will be developed and still further extend the variety of such programs. In broad outline this is the military training program of the Army and Navy.

There is still another phase of military experience that is educational—the off-duty activities of service men. Realizing the importance of this off-

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\* An address delivered before the Forty-seventh Annual Meeting of the Southern Association of Colleges and Secondary Schools, Memphis Tennessee, December 4, 1942.

uty time, the Subcommittee on Education of the Joint Army and Navy Committee on Welfare and Recreation as early as January 1941 recommended a comprehensive program for the armed forces. Nearly all of these recommendations have now been translated into concrete programs. Approximately 7,000,000 books are available in Army and Navy libraries, and the Army alone is spending more than \$1,000 for magazine subscriptions to be sent regularly to camps, posts, and stations both within the continental United States and overseas.

The Orientation Course developed more than a year ago is still being continued, with modifications, and is now supplemented by a series of dramatic motion pictures. A series of pamphlets on various countries, both enemy and allied, have been prepared and distributed widely among the men going to these geographic areas. Language records, giving home conversational phrases of peoples of various nations of the world, have been recorded and are being sent with units going to the particular country or area. The Joint Army and Navy Committee is now sponsoring an experimental program for more intensive language study through recordings. The Education and Information Branches of the Special Service Division have planned for the utilization of educational films, and steps are now being taken for the showing of films in the college film libraries to men in adjacent camps. The Newsmap, a large graphic portrayal of the more significant military events of the week, is being sent in large quantities to military units both here and overseas. A number of the camps have established carrier-radios, providing facilities for the soldiers themselves to prepare and broadcast radio programs restricted to the men in their own camps.

The Army Institute, established a little less than a year ago, now has an enrollment of over 5,000. The courses in the Institute, and those available through the Institute offered by colleges and universities, are available to personnel in the Navy and Coast Guard and to enlisted personnel in the Army. The Institute is also disseminating signal code recordings and other auxiliary training devices. For the selection and the development of new instructional materials a special staff of civilians has been appointed through the American Council on Education, financed by the armed forces. An advisory committee, also of civilians, has been appointed by the Subcommittee on Education and meets at least monthly in two-day sessions. When the question arose regarding credit, not only for correspondence courses but for all educational experience in the armed forces, the Subcommittee appointed a group, again financed by the armed forces, to prepare such tests as might be of value to educational institutions in appraising such educational experience. Three members of this group, Dr. Ralph W. Tyler, University of Chicago, Dr. E. G. Williamson, University of Minnesota, and E. F. Lindquist, University of Iowa, have spent several weeks in almost continuous session in the development of this testing program while the staff



remains in continuous work on the problem. Three types of tests are being developed—(1) those measuring competence in a specific course offered through the Army Institute for general clarification; (2) tests comparable to those now in common with the many conditions for education competence; (3) those measuring special competence such as technical fields in engineering and other sciences.

Even this previous statement indicates the very serious consideration which the armed forces have given to the education and training of the men and women during their training and military service—a program unprecedented in the number of persons involved and in the variety of experience. It is, perhaps, an impaired program in that it must basically train for effective military effort by its intensiveness and thoroughness within this limitation.

The armed forces, through the Army Institute, will provide to schools and colleges a complete docket of the educational experience of the individual while in the armed forces and an educational profile prepared on objective examinations. The armed forces will not suggest what credit should be given for this experience or what policy colleges and universities should follow regarding it but will challenge, realistically, secondary schools and institutions of higher education with the question "Is such information of value to you? What do you plan to do about it?" In order to initiate a possible answer to this challenge the American Council on Education, on April 6, called together a special committee to investigate the whole question of credit for military experience. This committee made specific recommendations quoted in small detail in bulletin No. 36, "Higher Education and National Defense." On May 28 the Council called together representatives of the regional accrediting agencies to further consider the problem of credit for military experience and approved the granting of special credit along lines to be developed jointly by the American Council and the Army Institute. The plan as now proposed involves a three-point approach to the question: (1) credit for military experience not to exceed one-half semester or one high school unit—such credit to be applied as a substitute of physical education, hygiene, or free electives; (2) supplementary credit on the basis of general competence, the amount to be determined for each individual by the policy of the institution and the individual's record of achievement (this competence profile will include the military record of the individual, a score on his Army classification equated on a college norm, and his score on the general competence test, again evaluated in the terms of standard college norms, and institutions may procure copies of the test in order to establish their own institutional norms); (3) additional supplementary credit for competence demonstrated in specialist fields such as radio, electronics, and meteorology. The specific procedure recommended should follow such steps as these:

The individual who anticipates discharge from the service and wishes to return to a school or college applies to the Army Institute in writing for examination. A representative of the Institute will arrange for the examination to be given and the results will be forwarded to the Institute for recording and evaluating. The Army Institute will then prepare a complete docket of the individual and submit his docket to the institution to which the man has applied for admission or readmission. It is the responsibility of the institution to take up at this point, to determine credit to be granted, and to guide the student.

When the demobilization occurs en masse at the end of the war, it is anticipated that the induction procedures will be put in reverse and the reception centers used for demobilization. At this time the examinations will be taken just prior to the man's discharge from service.

The New England Association of Secondary Schools and Colleges in early summer approved this plan in principle and within the last week has specifically recommended to member institutions that they endorse the Council Plan and apply it to individuals returning to their institutions from the armed services. The North Central Association has taken similar action:

In order that the military agencies may be encouraged to develop a program for measuring and reporting the achievement of the men and women under their direction, and further, in order that institutions may forestall the demands for blanket credit for military service, each institution is urged to review its policies and to adopt a definite plan concerning the admission and placement of students returning from service. Institutions are requested to give particular attention to the problems that will arise in the admission of students whose secondary school credentials will include credit granted on the basis of demonstrated achievement rather than courses completed.

On November 10 the Board of Regents took the following action:

The Board of Regents recommends that students of unusual ability in secondary schools be permitted to undertake additional or accelerated courses, if in the judgment of the secondary school authorities they may thereby be prepared adequately and in less time for higher education. This would permit such students to complete the secondary school program in less than four years. Colleges admitting students prior to Regents' week will be expected to excuse such students to take Regents' examinations.

The Board of Regents calls attention to the plan for "School and College Credit for Military Service" as outlined by the Advisory Committee of the Subcommittee on Education of the Joint Army-Navy Committee on Welfare and Recreation. Under this plan the Army Institute (serving

all armed forces) will make available to members of the armed forces various courses by correspondence and otherwise, and a testing committee (as defined in Bulletin 36 of the American Council on Education) will determine the eligibility of the individual to take such course and set up examinations to determine the educational competence of the individual in terms of college credit. On the basis of these tests the college authorities will be in a position to evaluate educational experience obtained. As the plan develops the State Education Department will coöperate with the colleges and universities in determining credit on this basis.

Such action is not enough. The real problem rests with the individual school and college. It is important now that the individual institutions specifically adopt such a plan as proposed by the Council and the Institute lest they be forced, when demobilization begins, to revert to the chaotic granting of blanket credit that followed the last war. It will be the individual institutions that will be opposed to various pressures for the granting of such blanket credit. It is the individual institution that will sense the competence atmosphere if such competence is initiated by just a few institutions. Now, while the problem may be handled on an experimental basis and before such pressures are exercised, action should be taken. The Council is now publishing a bulletin that will describe these procedures in more detail. It stands ready to send a representative to discuss detailed procedures with individual faculty or before school and college groups.

The challenge has been issued! I am confident schools and colleges will meet this challenge. Each of us individually and as members of a profession have undoubtedly sought ways of maintaining elements of continuity in the lives of these men and women whose education will be interrupted by war. There can be but little similarity between the hate, bitterness, and death in war and the hopes, the ambitions, and the plans of normal living. Only in an individual's thought-life and in his off-duty time can such continuity be provided.

Here is an opportunity to keep before these young people who are leaving our educational institutions some element at least of a far view to the future, of a hope to pick up again the interrupted thread when the interlude of war is over and they may again build in security and in peace.

# The Library in Education\*

BY W. STANLEY HOOLE

*Director of the Library, North Texas State Teachers College, Denton*

I have been asked to talk to you on "The Library in Education." I have been assigned fifteen minutes in which to do this. For some reason I am reminded of the student who selected for his term theme in English 400 the modest subject, "The Plays of William Shakespeare."

You will bear with me if I assume that each of you has already studied the report on "The Relation of the Library to Instruction" which was adopted at the Second Sewanee Work Conference on Higher Education and published recently by this Association. There you have found tersely stated and in neat summary the combined opinions of some fifty educators who spent the better part of a week discussing the college library, its functions and possibilities, and the proper role administration and faculty may play in its development. What I may say here, if it contain a groat's worth of wit, must, therefore, elaborate upon the published report or add to it. In either case I am hard pressed.

Instruction in any institution may be seen from at least three vantages: (1) the curriculum, which is the common denominator of all; (2) personalized teaching, which includes conferences, honors courses, tutorial systems, and the like; and (3) the *ex curia* interests of those students who lead themselves beyond the confines of the class-hour by independent study. In each approach books have a greater or lesser part. Indeed, since teaching is after all the main business of institutions of higher learning, it is difficult to imagine any approach which does not involve the use of the library.

Yet not too difficult. For surveys a-plenty have shown that an astonishing number of college students do not make use of the library. Recent studies covering periods of from nine weeks to nine months and involving 6,052 students on eight separate campuses reveal that 1,774 (29.3 per cent) withdrew no books from their libraries, and 3,631 (60 per cent) withdrew less than one book per month, or nine volumes in the course of an entire scholastic year. Another study, based on records kept from 70 to 110 days in thirty-five colleges, shows that the mean number of volumes borrowed per student per semester was less than six. Similar analysis in almost any other group of institutions would doubtless produce comparable results.

These are the facts in the case. Whatever we as teachers or administrators may say by way of defense can amount to little more than beating the

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\* An address delivered before a joint meeting of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research, Memphis, Tennessee, December 2, 1942.



bushes. The odd angle of it all is that up to now there has been no substantial evidence to prove that library usage has much, if any thing, to do with undergraduate scholarship. Students who consistently use the library manage to pass their courses and receive their diplomas in the spring. Students who never use the library manage to pass their courses and receive their diplomas in the spring. What difference does it make?

Outwardly, none at all. Each graduate in the convocation line, reader or non-reader, is sicklied over with the black robe of learning— an unsuspecting public makes no distinction. But passing before us, the educators, in smiling procession is, we know, one of the saddest commentaries on modern higher education in America. We know too that the blame is balanced finely upon the heads of all three accessories after the fact— the administrator, the teacher, and the librarian.

It has been repeatedly said that the most noteworthy feature of the college library during the past forty or fifty years has been its growth. Figures kept for the last quarter century in fourteen university libraries reveal that their combined holdings were increased 282 per cent, from five to fourteen million volumes, and that in the majority annual expenditures were increased by as much as 300 per cent. Now this is not altogether bad. No one can rightly deny that books, most of them at least, added to the college library bode nobody evil. In fact, money spent for these materials will perhaps in the long run bring to the campus a more abiding influence than that spent for any other purpose, unless it be for men to interpret them. We are grateful, therefore, to college administrators and to the officials of accrediting associations for seeing to it during the past twenty-five years that libraries have grown in buildings, equipment, books, and staff. Moreover, we are exceedingly thankful for the generosity of various foundations which has made this expansion possible in several institutions.

Emerson, we believe, once said that consistency is the hobgoblin of little minds. If that be true, it is but further proof that college people are of gargantuan intelligence. For nowhere in higher education will one find greater inconsistency than this: while libraries have grown a hundred times over in size, they have remained dwarfs in service. Indeed, they have up to this time, judging from the standpoints of usage and correlation with students' grades, failed to justify themselves in terms of either effort or expenditure.

This brings us back where we started, to the triumvirate—administrator, teacher, and librarian.

Now the college administrator is almost invariably a good and wise man. He is not without the common attributes of greatness which, we are thankful, include a genuinely good sense of humor. Like most men he too has his share of that quality known as pride, as distinguished from cupidity, which propels him to think in typical national fashion like, let us say, the



secretary of a Chamber of Commerce. The "general," or descriptive, section of last year's college catalog presents mute evidence of his wizardry of words: if the college stands on the highest hill in the county or owns a thousand acres or has a hundred native-stone buildings, why should not these facts be made known? Likewise, if the library contains 10,000 or 100,000 volumes, why should this not be told? By all means it should. There could certainly be no virtue in his stating that "our library contains 25,000 volumes of which only 5,000 were used in 1940-41 by only 40 per cent of our student body." But he would do well to study the facts that lead up to such a condition.

The administrator's responsibility for the welfare and character of the college library is ultimate. Financial support, though vital, is not enough. With his office he also assumes the responsibility of determining the kind of library service most needed in his institution, and through the selection of his librarian and faculty, the responsibility of guaranteeing that this service be employed in as many phases of the educational program as is feasible. Furthermore, he will rightly demand of his instructors— all of them, not a chosen few—their coöperation in developing and interpreting the resources of the library. Indeed, in appraising his faculty the administrator could do no wrong in considering enthusiasm for and use of the library as important as good teaching. In the long run they are the one and the same. Doubtless, many institutions are but the lengthened shadow of one man; but not always the college library. The well-rounded college libraries of America are those in which the librarian has received over the years the thoughtful assistance, both in acquisition and use, of the entire administrative and instructional staffs.

If the administrator is the dynamo, the teacher must be the transformer in this work of generating an appreciation of good books on the college campus. Nothing is so enthusiastic as enthusiasm itself. One good instructor can do more to stimulate interest in reading than all the publicity the library could possibly produce. The talent for teaching consists largely, we are convinced, in communicable ardor. It does not derive in any event from erudition.

Enthusiasm for books, however, presupposes an appreciation of the importance of books in the learning process. On every college campus (except, of course, those of the Southern Association!) there lives and has his being the well-known Professor Legion, that remarkable man who year in and year out uses the library neither in his teaching nor for his own enjoyment. That he continually fails to avail himself of the best that has been said and thought in the world is bad enough, but it is of slight import compared with the rank injustice he perpetrates against the many who look upon him as "teacher." Add to this his colossal conceit in believing that one little head and one textbook contain all of truth and beauty that ye know

and all ye need to know. What we get is the educational counterpart of the man without a country or the evangelist who never goes to church. To this teacher (or to his colleague who demonstrated his interest in the library by placing ten books on "reserve" in the "Fall of '34") we would never turn for coöperation in the development of an active library program. He would not agree that stimulation of self-education is the better part of instruction, or that the teacher is only the catalyzer in the educative process, not the final end. So far man has devised no osmotic system by which learning is made either quick or easy. The wise teacher knows that the best he can do is to furnish the stimulus and point the way. On the college campus, unless we are mistaken, the way leads to the library.

The college library is an institution within the institution. It is presided over by the librarian—an unfortunate appellation, we sometimes think, for the term bears the same connotation today as it did six centuries ago, "the keeper of books." Emerson suggested in 1870 that the proper title for the office might be "Professor of Books," and in certain places that designation has received some favor. Perhaps a more apt name would be "Dean of Instruction," though, as we say it, we know that there are very few incumbents who would merit that distinction on the basis of either training or scholarship.

If there is anything the progressive librarian does not want to do, it is to "keep" books. Even by implication he dislikes to be dubbed an ossuary. If his title were suggestive of the distribution of books, not the accumulation of them, of the use of books and not the embalming of them, it might have a deciding effect on the focus he has for years put on his profession.

The prerequisite of "professing" books is, of course, a knowledge of books. On this basis the librarian's learning should be as profound, his training as solid, and his scholarship as contributive as that of any other member of the college faculty. This is not yet the case, except on a limited number of campuses. Elsewhere, the librarian has had difficulty demanding equality with or, in some instances, the respect of, other members of the teaching corps. To some extent he is himself responsible for this condition. Sometimes it is a matter of tradition. Certainly there is no proof as yet that the librarian is innately inferior to other educators. Generally, it is because he has been trained, or trained himself, to do everything to or for books that a college community could rightly ask of him—except to read them. He has not been taught that books are good for nothing but to inspire, that no manner of marking them can ever take the place of studying them. For the past several decades the emphasis in his schooling has been on techniques and routines, and today the library stands as a monument to his mastery of mechanics. Much of this emphasis has been necessary. Certainly, as spadework it has brought the library out of chaos into organization and made it into one of the most efficient of our national institutions. But during

this time the librarian was encouraged to forget that the contents of a book, not the cover, is the important part. It is no wonder he made techniques a fetish and minutiae a ritual. The wonder is that he himself did not emerge as the Frankenstein of modern higher education.

Let us hope that the librarian has passed through but the first stage in his development and at last has his house in order. With full realization that what he has done is but a means to the end, he must now knuckle down to the challenging task of making the library a real service, not an imaginary one, in the instructional program. This he will do, we believe, by actively conjoining with others in the art of interpreting books. In no other way can he ever completely justify his position on the American campus.

An attempt to appraise the library in education leads, as we have seen, to an examination of many phases of the college program and includes administrator, teacher, and librarian alike. This is as it should be, for nowhere else on the campus will we find so revealing a microcosm, so perfect a reflection of the coördinated efforts of all.



Some Evidences of Student Achievement  
in  
The Participating Secondary Schools  
of  
The Southern Association  
Study

A Report  
Submitted for Publication by the Executive Committee of the  
Commission on Curricular Problems and Research of the  
Southern Association of Colleges and Secondary Schools  
and Assembled for Publication by the Director of  
of the Study from Reports of Participating  
Schools and Other Sources



## Section I: The Exploratory and Experimental Nature of the Southern Association Study

Plans for the organization of the Southern Association Study were begun at the initial meeting of the Commission on Curricular Problems and Research held in Atlanta, Georgia, February 15, 1936. During the school year 1937-38 thirty-three secondary schools, three from each of the eleven states of the Southern Association, were selected for participation in the Study. The first meeting of representatives of these schools was held in the summer of 1938. The work of the Study in the schools began in the fall of that year. A report of the work of the Study was made in 1941.<sup>1</sup> Since that time there have been many inquiries concerning the achievement of students in the thirty-three secondary schools participating in the Study.

Material included in this limited presentation is prepared in answer to inquiries from persons who, while perhaps interested in the realization of other purposes of the Southern Association Study, want (1) information showing how pupils in the secondary schools of the Study compare with pupils of other schools on the basis of results of achievement tests, and (2) information concerning the personal, social, and intellectual development of pupils in the secondary schools of the Study. They have asked questions concerning the development of pupils in the determination of worthy purposes, assumption of responsibility, development of broader reading interests, development of skill in the use of democratic procedures, leadership, ability to plan and evaluate activities, ability to work independently, the attainment of poise, and the improvement of health and health habits and practices.

Questions of this sort are difficult to answer at best, and they can hardly have statistical, demonstrably accurate answers. This report will present evidence of pupil growth and activity during the high school years, without any attempt to describe the work done by students after they have left secondary school.

In order that the reader may view the materials presented in this report in proper perspective, it seems advisable to precede the materials with: (1) a statement of the purposes of the Southern Association Study, (2) an insight into the evaluation concepts accepted by the schools of the Southern Association Study, (3) a classification of types of evidence of outcomes being accumulated in the schools of the Study, and (4) a list of evaluation instruments in use. This information, it is hoped, will furnish the background from which the reader will interpret the presentation of achievement test

<sup>1</sup> See Frank C. Jenkins & others, *The Southern Association Study: A Report of the Work with the Thirty-three Cooperating Secondary Schools, 1938-1941*, The Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools, Nashville, Tennessee, 1941.

results and descriptions of personal, social, and intellectual development of pupils in the secondary schools of the Southern Association Study.

*Purposes of the Southern Association Study*

Quotations from the original proposal made by the Commission on Curricular Problems and Research and approved by the Southern Association at its meeting in Richmond, Virginia, in December, 1936, indicate the purposes of the Southern Study:

It is the purpose of the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools to plan and direct a coöperative study on the part of both high school and college, designed to develop an educational program that will more adequately meet the needs of our adolescent group.

In attacking this problem selected secondary schools and colleges will be encouraged to modify their present instructional programs in such a manner as will provide for desirable outcomes not now being achieved by our schools.

In order to accomplish this purpose the selected schools should be left free to depart from traditional practices where such departure seems desirable. . . .

It is further planned by the Commission to provide for supervision of the work in the selected schools in setting up in detail the procedures to be followed and evaluating the results in terms of the stated objectives.<sup>2</sup>

The Study has, therefore, never had a preconceived program for the participating secondary schools. On the contrary, each school has been encouraged to explore the type of organization or procedure which, in the judgment of those concerned, offered promise for improving the effectiveness of instruction in that school and community. Thus changes in the schools have been made because the teachers and principals, after careful consideration with parents, pupils, and the Staff of the Study, were convinced that such changes would improve their schools and communities. Developments in schools that result from the use of such methods are of particular importance because they represent changes in teachers, parents, and pupils themselves and are but the beginnings of growth that should continue.\*

<sup>2</sup> THE SOUTHERN ASSOCIATION QUARTERLY, Vol. I, No. 1, February 1937, p. 139.

\* See *School and Society*, January 16, 1943, Vol. 57, No. 1464, pp. 76-79, for an article by Vernon M. Sims, member of the staff, Southern Association Study, giving the material in this and following paragraphs.—EDITOR.

*An Insight Into Evaluation Concepts in the Southern Study*

To evaluate an educational endeavor is to pass judgment on the value or quality, the goodness or badness, of the endeavor. This judgment is made of necessity, by each person who examines the endeavor, and it is frequently made in terms of the values held by the particular examiner. What one labels "good" or "bad" in an educational enterprise depends not alone upon what is observed or counted but upon such factors as the observer's ideas of the nature of learning and of the purposes of education. Thus, two persons examining the same educational experiment may come to entirely different conclusions concerning its value, effectiveness, or results. It is a misconception of the nature of the evaluative process to think that one person can evaluate for another except in terms of concepts upon which they both agree. All that one can do for another is to *present data* upon which evaluation may be based and assist in the interpretation of the data.<sup>3</sup>

It is the responsibility, then, of those who are involved in experimentation, not primarily to evaluate or pass judgment for others, but to present data from which others may themselves validly judge the results of the experiment. The data desired for judging the work of the Southern Association Study and the bases on which judgment is made will undoubtedly vary from person to person. Some will demand very complete evidence, others will pass superficial judgment on the basis of scanty and unreliable information. There may even be a few persons who will simply accept someone else's judgment of the Study without ever bothering to examine the evidence. Nevertheless, it seems to be a responsibility of those associated with the Study to present data which will furnish an adequate basis for evaluation.<sup>4</sup>

The nature of the Southern Association Study is such that adequate materials for evaluation should include clear statements of the purposes of the Study, accurate accounts of the procedures which have been evolved in pursuit of these purposes, and evidence which will indicate the outcomes of the endeavor as it develops. If education is a process, a proceeding toward evolving goals, then a clear statement of purposes as they evolve and descriptions of procedures, accurate and complete enough to make it possible to judge their appropriateness, is needed for evaluation. Outcomes are observed and counted as the work develops because they serve as one

<sup>3</sup> The concept of evaluation developed in the paragraph above, although not the conventional one, is supported in educational literature. See Pedro T. Orata, "Evaluating Evaluation," *Journal of Educational Research*, May, 1940.

<sup>4</sup> Numerous authorities in the field have called attention to the importance of basing evaluation on a comprehensive body of data. For example, see J. W. Wrightstone, *Appraisal of Newer Elementary School Practices*, Bureau of Publications, Teachers College, 1936; Fred P. Frutchey, "A Cooperative Program for Developing Tests of the Ability to Use Scientific Method in College Sciences," *Science Education*, February, 1938; and Ralph W. Tyler, "Evaluating the Outcomes of the Social Studies Curriculum," *Fourteenth Yearbook, NEA, Department of Superintendents*, 1936.

basis for judging the adequacy of purpose and the appropriateness of procedures. Thus they constitute an essential element in the process. Evidences of the outcomes often serve another important function, however, in that they give a certain sense of security to both the experimenter and the observer; consequently, they may be considered doubly important.

The data, then, which would seem to be necessary for judging the Southern Association Study might be summarized under five heads:

1. A clear and understandable picture of the purposes of the Study, of the reasons for the Study, and of the assumptions underlying it;
2. An accurate and complete record of the role that the Commission, operating primarily through its staff, has played in the Study and of the reasons for this role;
3. An accurate and complete record of what the schools and persons within the schools have done as participants in the Study and of the reasons for doing these things;
4. Dependable and adequate evidence of what doing these things has meant, is meaning, and may reasonably be expected to mean to the pupils, to the school and community, and to the patrons and teachers of the school;
5. Dependable and adequate evidence of the influences on other schools and communities of the changes that have been and are being made in the study.<sup>5</sup>

The organization and presentation of these data should facilitate passing judgment on the Study and should be helpful to other schools that may desire to undertake improvement. One of the weaknesses of our present literature on school improvement is that neither the reasons for change nor the "path of improvement" is usually shown. To show the status of a school after a period of effort at improvement, without showing how and why the

<sup>5</sup> In so far as the Staff is able to judge, the ideas concerning the nature of adequate evaluation expressed here are not in accord with the evaluative practices of other cooperative experimental studies, but they should find support among many who are critical of current practices. John Dewey, in *The Sources of a Science of Education*, points out the need "for a functional combination of the outlook of evaluation and the method of scientific measurement conceived in a much broader sense than is apparent in ordinary tests and experimentation." Clifford Woody, writing in the March, 1942, issue of the *Journal of Educational Research*, translates Dewey's general criticism into specifics. In commenting on the work of the Evaluation Committee of the Eight-Year Study he says they "are applying the same technique employed by those who developed the standardized achievement tests. The only difference in the two groups of workers is in the type of values being measured. Instead of measuring mechanical processes of arithmetic or reading, as was done by the pioneers of the testing movement, the test makers of the Progressive Education Association are attempting to measure coöperation, planning, social sensitivity, or interests. They are using the same statistical techniques, the same formulae for standardization and interpretation. In most cases they are attempting to develop instruments of measurement in the abstract divorced from purpose or from the activities of group living. They stress end points of achievement rather than the process of achieving. They emphasize isolated elements of behavior rather than an element in relation to the behavior of the organism as a whole."



improvement was achieved, may actually have harmful effects on other schools. To do so suggests to other schools the desirability of doing *what* the people in the school reported did, rather than doing as they did. Or, where the gap between the reported status and the status of other schools is too great and procedures involved in change are not made clear, the temptation is great for the other schools to do nothing to reduce the gap by developing new purposes and procedures for their own improvement.

Before concluding this section it seems appropriate to comment on what might appear to some to be a "piecemeal" method of reporting on the work. It should be remembered that the Southern Association Study is a developmental study. Instead of being "blueprinted" from the beginning, a broad purpose was set up with the expectation that specific purposes, objectives, and activities would evolve from the pursuit of the larger purpose. Evaluation reports consistent with such a study could not be preplanned or presented as a "culminating activity." As needs arise, therefore, and as demands from within or without the Study seem to require it, data need to be presented and reports need to be prepared. This is being done with the expectation that the composite of these data will constitute the materials from which those who would undertake serious evaluation of the Study may arrive at just judgments.

*Classification of Types of Evidence of Outcomes  
in the Schools of the Study*

The purposes which the schools of the Southern Study have, the things on which they have worked, the ways in which they have sought improvement, vary greatly from school to school. To attempt to outline the evaluation activities of the Study would be to enumerate as many plans of evaluation as there are participating schools. It is possible, however, to classify the areas in which evidences of the outcomes of the work are being collected. Such a classification follows:

- I. Outcomes observable through an examination of students
  - A. Evidences of changes in opportunities for pupil growth
    - 1. Extension of opportunities
    - 2. Expansion in offerings
    - 3. Greater availability of offerings
    - 4. Improvement in offerings
    - 5. Increased participation in offerings
    - 6. Expansion in terms of needs of pupils and community
    - 7. Greater use of community resources
    - 8. Greater participation in work of school
    - 9. Increased breadth in experiences of individuals



**B. Evidences of pupil growth****1. In scholastic achievement**

- a. Understanding of and ability to use fundamental processes
- b. Mastery of subject content
- c. College curricula
- d. Wider and deeper reading interests

**2. In personal development**

- a. Personality
  - (1) Growth in breadth and intensity of interests
  - (2) Development of worthy purposes
  - (3) Poise, social grace, happiness
- b. Physical well-being
  - (1) Concern with and work on personal problems
  - (2) Health
  - (3) Health habits and practices

**3. In social development**

- a. Skill in group work
- b. Voluntary participation in group life (own age and adult groups)
- c. Assumption of social responsibility
- d. Skill in leadership
- e. Skill in democratic procedures
- f. Habits of tolerance

**4. In intellectual development**

- a. Better work habits
- b. Ability to work independently
- c. Ability to think logically
- d. Perseverance
- e. Ability to plan and evaluate activities
- f. Success of pupils after leaving school

**II Outcomes observable through an examination of teachers****A. Evidences of changes in opportunities for teacher growth**

1. Participation in administration of school
2. Participation in community life
3. Participation in study groups
  - a. With faculty
  - b. With small groups of teachers
  - c. With teachers from other schools
4. Summer study and teaching

5. Working with students in broadened areas and different levels
6. Research endeavors
7. Critical examination of teaching procedures

B. Evidences of teacher growth

1. Publications
2. Participation in professional meetings
3. Demands for their services and their promotions
4. Recognition given their work
5. Willingness and ability to assume responsibility
6. Faculty harmony and coöperation on school problems
7. Skill in group work
8. Understanding and ability to work with boys and girls
9. Effective use of available resources
10. Own personal development
11. Interests (reading, travel, etc.)
12. Acceptance of broadened responsibility for education and improvement of life in the region

III. Outcomes observable in the school

A. Evidences observable in the plant

1. Physical appearance
2. Expansion, changes, and rearrangements of facilities
3. Use of school plant and facilities
  - a. Flexibility of use by pupils and community
  - b. Types of things for which used
  - c. Amount of use

B. Evidences observable in administrative practices

1. Informality based upon better understanding of youngsters
2. Understanding and use of democratic practices
3. Flexibility to meet changing conditions
4. Administration more concerned with acquainting pupils and teachers with total program of school
5. Evidences of individuality in school programs

C. Evidences observable in general instructional practices

1. Directed toward "practical" education
2. Planned in terms of particular student body, community, and times

IV. Outcomes observable in the community

A. Evidences of the services of the school to the community

1. Health
2. Recreation

3. Economic life
  4. Social life
  5. Education
  6. Home improvement
- B. Evidences of the attitudes of the community toward the school
- C. Evidences of the community's contribution to the school
1. Financial support
  2. Use of parks, playgrounds, buildings
  3. Personnel services
- D. Evidences of the coöperative efforts of the school with other social agencies
- V. Effects observable in other schools and communities in the region
- A. Evidences of changes in the
1. Programs of secondary schools
  2. Programs of county systems
  3. Programs of state systems
  4. Programs of higher institutions
  5. Programs of schools having indirect contacts with the Study
  6. Practices of people who have had contact with the Study
- B. Evidences from other coöperative endeavors in the region

(The reader will note that this particular report is concerned with Section I, B of the outline above; that is, with the evidences of outcomes that are reflected in pupil growth.)

#### *A List of Evaluation Instruments in Use*

Because the Study is characterized by a diversity of purposes on the part of schools and of individuals within schools and by a diversity of attacks on problems, the evaluation activities of the schools of the Study are also characterized by diversity. Below are listed a number of instruments and techniques of evaluation which are in use at the present time:

1. Standardized tests
  - a. General achievement tests
  - b. Tests on skills
    - (1) Tools of learning
    - (2) Special skills
  - c. Achievement tests in special fields
  - d. Tests measuring attitudes and appreciations
2. Marks of pupils
3. Teacher-made tests on purposes and contents of courses

4. Case histories of individual students
5. Diaries of teachers and students
6. Cumulative records
7. Anecdotal records
8. Reading records of students
9. Evaluations of students' work
  - a. By students
  - b. By teachers
  - c. By parents
10. Student progress reports
11. State and regional examinations and contests
12. Honors and recognition of individuals and groups
13. Questionnaires prepared by students and teachers
14. Products of students' work
15. Descriptions of group projects
16. Publications of teachers and students
17. School surveys
18. Community surveys
19. Check-sheets given students and parents
20. Tabulations and descriptions of community services
21. Records of voluntary participation of students in social life of the school and community
22. Formal and informal observations
23. Movies of school work
24. Photographs of work of the schools
25. Physical examinations and health records of students
26. Juvenile delinquency records of the community
27. Follow-up studies of
  - a. Graduates
  - b. Drop-outs
  - c. Transfers

No one school in the Study will be found employing all of the instruments and techniques above. However, the reports from the schools of the Study do indicate comprehensive programs of evaluation.

## Section II: Achievement Test Results

In order to understand better the conditions under which standardized achievement tests have been given in the schools of the Study, it should be repeated that "The Study has never had a preconceived program for the participating schools." Each school has been encouraged to explore types of curricular organization and procedures which the teachers, officers, and parents of that school think most effective. Hence, there has been little uniformity in individual schools. Many investigations and explorations have been attempted. In thirty-three schools there have been many more than thirty-three investigations or projects under way. Hence, efforts to measure results by giving uniform achievement tests and drawing conclusions as to results have been impractical. This does not mean that the schools do not give tests. In fact, it means that they give more than they otherwise would. In an effort to find how pupils in the participating secondary schools of the Southern Association Study compare with pupils of other schools, the schools of the Study were asked to make available results of any standardized achievement tests that they had given.

The test data presented here, then, do not represent a report on the results of an organized testing program but consist of a heterogeneous group of results of tests administered for a variety of purposes. The reader will note, also, that so far as the reports from the schools are concerned, the data represent materials taken out of their several contexts; that is, the schools gave the tests as a means of determining how well they were getting along with projects which they had under way. The test results are used here, but no report is undertaken of the nature of these projects, their purposes, methodology, and other evidences of outcomes.

In some cases the number of pupils involved is small and probably numerous variables are uncontrolled, but it seems likely that the accumulation of findings presented is significant. The report includes test results in English, mathematics, science, and social studies. Test data from twenty-one secondary schools are shown. These schools are those reporting usable data, not a selected group of the thirty-three in the Study. In each subject-field information is furnished concerning the name of the test, the number of pupils taking the test, the grade level of pupils taking the test, the median scores of tested pupils, and norms on the test. In most cases the norms are those reported by the authors of the tests. In some cases they are state, regional, or institutional norms. Such cases are so indicated.



## ENGLISH

<i>Name of Test</i>	<i>Number of Pupils</i>	<i>Grade Level</i>	<i>Median Scores of Tested Pupils</i>	<i>Norms on Test</i>
Coöperative (4)	39	Entering Freshmen	56	50
Coöperative (9)	28	do	58	50
Coöperative (13)	14	do	52	49 Inst.
Coöperative (18)	21	do	51	50
Coöperative, Mechanics of Expression (19)	77	do	49	49 Inst.
Cross English Test for High Schools and Colleges, Form C (1)	15	do	55	50 Inst.
Cross English Test for High Schools and Colleges, Form C (12)	16	do	55	50 Inst.
Coöperative (21)	450	12	66	50 State
Coöperative, Form PM (15)	22	12	49	53.2
Coöperative, Form PM (8)	80	12	75	60.3 Independent Eastern Schools
Florida Twelfth Grade Testing Program (3)	48	12	29	50
Iowa High School Content (1)	52	12	42	38
Progressive Language (6)	70	12	58	50
Sones-Harry (16)	54	12	81	50
Southeastern Problems and Prospects (14)	131	12	97	79 State
Kentucky Coöperative—State (6)	136	12	70	50 State
Kentucky Coöperative—State (11)	58	12	67	50 State
University Testing Service (5)	425	12	16.6	17.8 State
University Testing Service (8)	89	12	21	17.8
University Testing Service (7)	170	12	15	17.8
Coöperative, Form PM (2)	54	11	35	46.7 So.
Coöperative, Form PM (15)	31	11	50	50.3

<i>Name of Test</i>	<i>Number of Pupils</i>	<i>Grade Level</i>	<i>Median Scores of Tested Pupils</i>	<i>Norms on Test</i>
Coöperative Achievement (9)				
Mechanics of Expression	155	11	51.5    50.5 East	44.2
Effectiveness of Expression	155	11	56.6    50.4 Midwest	43.8
Reading Comprehension	155	11	55.9    50.8 West	44.7
Cross English Grammar (20)	66	11	132	138
Vocabulary, Markham (20)	66	11	72	82
Coöperative, Form PM (15)	38	10	51	47
Coöperative, Form PM (15)	65	9	48	42
Progressive Language (6)	111	8	8.0	8.0
Grade Placement				
Schrammel-Gray High School and College Reading (1)	15	Entering Freshmen	44	50
Schrammel-Gray High School and College Reading (12)	16	do	54	50
Iowa Silent Reading, Form AM (Rate and Comprehen- sion, Directed Reading, Poetry Comprehension, Word Meaning, Sentence Meaning, Paragraph Com- prehension, Locating Infor- mation) (18)	241	12	71	50
Traxler High School Read- ing (20)	66	11	69	69
Sangren-Woody, Reading (20)	101	8	94	86
Library Information (4)	41	Entering Freshmen	59	55
Library Information (18)	21	do	62	55
English—Total No. Pupils	3,392			

## MATHEMATICS

Coöperative Algebra Test for College Freshmen (19)	77	Entering Freshmen	54	50 Inst.
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<i>Name of Test</i>	<i>Number of Pupils</i>	<i>Grade Level</i>	<i>Median Scores of Tested Pupils</i>	<i>Norms on Test</i>
Coöperative General Achievement (13)	12	do	53	55 Inst.
Coöperative (21)	392	12	58	50 State
Coöperative, Form P (8)	80	12	53	61
Coöperative, Form P (15)	24	12	50	53.0
Florida Twelfth Grade Testing Program (3)	48	12	29	50
Iowa High School Content Examination (1)	52	12	17	19
Kentucky General Achievement Test (6)	97	12	60	50
Kentucky General Achievement Test (11)	58	12	82	50
Progressive Achievement (6)				
Arithmetic Reasoning	70	12	52	50
Arithmetic Fundamentals	70	12	22	50
Sones-Harry (16)	24	12	67	50
Coöperative, Form P (2)	37	11	49	48.8
Coöperative, Form P (15)	32	11	49	51.6
Sones-Harry (16)	30	11	65	50
University Testing Service (5)	425	11	11	10.6 State
University Testing Service (8)	89	11	11	10.6 State
University Testing Service (7)	170	11	9	10.6
Coöperative, Form P (15)	37	10	49	49.8
Sones-Harry (16)	35	10	70	50
Coöperative, Form P (15)	61	9	47	47.5
Sones-Harry (16)	40	9	80	50
Progressive Achievement (6)				
Arithmetic Reasoning	111	8	8.8	8.8
			Grade	
Arithmetic Fundamentals	111	8	7.4	8.8
			Placement	
Mathematics—Total No. Pupils	2,182			

## SCIENCE

<i>Name of Test</i>	<i>Number of Pupils</i>	<i>Grade Level</i>	<i>Median Scores of Tested Pupils</i>	<i>Norms on Test</i>
Coöperative, Form P (15)	23	12	50	53.0
Coöperative, Chemistry (18)	61	12	46.3	50
Coöperative, Natural Science (21)	442	12	61	50 State
Florida Twelfth Grade Testing Program (3)	48	12	26	50
Henmon-Nelson (21)	407	12	62	50 State
University Testing Service (5)	425	12	13	12
University Testing Service (8)	89	12	10.3	12
University Testing Service (7)	170	12	13	12
Coöperative, Form P (2)	24	11	41	51.6
Coöperative, Form P (15)	36	11	52	51.6
Coöperative, Form P (15)	37	10	51	49.8
Coöperative, Form P (15)	62	9	51	45.9

Science—Total No.

Pupils

1,824

## SOCIAL STUDIES

Contemporary Affairs (19)	50	Entering Freshmen	38	39 Inst.
Contemporary Affairs (12)	14	do.	49	39 Inst.
Coöperative (21)	448	12	62	50 State
Coöperative, Form P (15)	26	12	50	54
Iowa High School Content (1)	51	12	106	102
Iowa High School Content (10)	56	12	171	167
Iowa High School, History (1)	52	12	39	36
Sones-Harry (16)	24	12	73	50
Southeastern Problems and Projects Test (14)	136	12	64	48 State Entering Freshmen
Coöperative, Form P (2)	38	11	59	50
Coöperative, Form P (15)	31	11	50	50
Coöperative, Form P (15)	36	10	49	46.2
Coöperative, Form P (15)	56	9	88	42.9

Social Studies—Total

No. Pupils

1,018

The results of standardized tests given these eighty-six groups in the field of English, mathematics, science, and social studies show that the achievement of these pupils is superior to that which would normally be expected from pupils of comparable levels. In fifty-nine of the groups the achievement of the pupils was equal to or in excess of the norms for the tests and in only twenty-seven groups was it below the norms for the tests. In other words, the results shown above indicate that more than twice as many of the groups of Southern Study students were equal to or in excess of the norms for the tests given as were below the norms. These facts take on added significance when one recalls that on many standard tests pupils in Southern secondary schools do not achieve as well as do pupils from other parts of the country and, consequently, do not usually achieve the norms on these tests in great numbers.

The following tables make further analyses of the test results.

Table I shows by subjects the total number of groups tested, the number of groups that exceeded the norms, the number of groups that equaled the norms, and the number of groups that were below the norms.

TABLE I

Subject	No. of Groups Tested	No. of Groups That Exceeded Norms	No. of Groups That Equaled Norms	No. of Groups That Fell Below Norms
English	37	25	3	9
Mathematics	24	12	1	11
Science	12	7		5
Social Studies	13	10	1	2
Total	86	54	5	27

Table II shows by subjects the total number of pupils tested, the number of pupils from groups that exceeded the norms, the number of pupils from groups that equaled the norms, and the number of pupils from groups tested that were below the norms.



TABLE II

Subject	No. of Pupils Tested	No. of Pupils From Groups that Exceeded Norms	No. of Pupils From Groups that Equaled Norms	No. of Pupils From Groups that Fell Below Norms
English	3,392	2,603	254	535
Mathematics	2,182	1,374	111	697
Science	1,824	1,579		245
Social Studies	1,018	911	31	76
Total	8,416	6,467	396	1,553

Table III shows by subjects the percentage of groups and the percentage of pupils that were in groups that equaled or exceeded the norms.

TABLE III

Subject	Percentage of Groups Tested That Equaled or Exceeded Norms	Percentage of Pupils Tested That Were in Groups That Equaled or Exceeded Norms
English	75	84
Mathematics	54	68
Science	58	86
Social Studies	85	92

These analyses show that the achievement of the students is superior to that indicated by the first tabulations. This is the result of the fact that the achievement in the larger groups tends to be higher than the achievement in the smaller groups tested. Actually, four-fifths of all students tested were from groups that reached or exceeded the norms on the tests. If all groups are divided according to size, half of the groups being designated as the larger groups and the other half the smaller groups, it will be found that fewer of the larger groups tested fell below the norms than did the smaller groups. Ten of the larger groups and seventeen of the smaller groups fell below the norms. In English, three of the larger groups and six of the

smaller were below the norms; in social studies, one of the larger and one of the smaller; in science, one of the larger and five of the smaller; and in mathematics, five of the larger and four of the smaller.

These tables also indicate that the achievement was highest in social studies and lowest in mathematics. The largest percentage of groups and of numbers of pupils from groups that exceeded or equaled the norms was in the field of the social studies and the smallest in mathematics. English and science occupy the middle position.

Information concerning the results of achievement tests continues to accumulate in the secondary schools participating in the Study, as these schools find it necessary to give tests to determine the realization of particular purposes which they, themselves, have. But this tabulation of the partial results of testing programs carried out in twenty-one schools in the normal processes of school work seems to indicate that five students rate average or better than average for everyone that rates below average.

### Section III: Descriptions Indicating Personal, Social, and Intellectual Development of Students

The preceding section presented data derived from the use of standardized achievement tests in twenty-one schools. This section contains information concerning the social, personal, and intellectual development of students in the secondary schools participating in the Study. The material presented is in the form of samplings from reports which have been prepared by teachers and principals in the schools of the Study for purposes of their own. Included are descriptions from twenty-one of the schools, these being merely schools from which usable material was at hand. By going directly to the schools the samplings could be extended indefinitely.

In order to give the reader an idea of the size of the school from which a particular item is drawn the whole number of schools has been divided into three groups, large, medium, and small, and each school has been marked respectively a, b, and c. The schools in the largest or "a" group have an enrollment above 800, in the middle or "b" group, 400-800, and in the smallest or "c" group, less than 400. There are six schools in the "a" group, eight in the "b" group, and seven in the "c" group. The appearance of a lower case "a" above a description indicates, therefore, that the school has an enrollment of 800 or more students; a lower case "b" indicates 400-800 students; and a lower case "c" indicates fewer than 400 students. By the side of the letter designating the size of the school there will be a key number that can be used to identify the school. All materials quoted or summarized from a particular school will always bear the same number.

The descriptions of various kinds of pupil development will usually be quoted directly from reports of the secondary schools of the Study. In some

cases, for the sake of brevity, certain evidences of pupil growth will be summarized. In an effort to help the reader get a grasp of the way in which the work of a school is done, statements will frequently be made showing how teachers and pupils work. An indication of the ways in which pupils work is, in part, evidence of what they learn and, consequently, of their growth and development. Again, the reader is cautioned to bear in mind that he is dealing with materials taken out of their context. The data were collected by the schools as a part of their efforts to judge the effectiveness of procedures which they were exploring.

### *Social Development*

#### *Skill in Group Work*

b-25

Psychologists tell us that we learn the reactions that we make, that we learn by doing. Taking this idea as a cue the following things being done may be considered evidences of growth and personality. Students of this school make plans for orienting those who are en route to high school. Each spring a sub-freshman day is held and the graduating classes from the grammar schools visit the high school. Through committees and student planning, initiative is shown in conducting a lost and found column, planning and presenting assembly programs, setting standards for conduct in the cafeteria, assisting the librarian, planning and conducting school socials, carrying out student elections, conducting a free lunch campaign for the needy, assisting in the preservation and beautification of the campus.

Assisted by faculty advisers, students publish a newspaper, write, edit and broadcast radio programs, conduct devotionals, operate a school bank and student nurses operate a health room.

The teachers agree that the library is an excellent example of democracy in action, that good citizenship is being learned in practicing library etiquette. In the library student assistants learn how it feels to meet the public from behind the desk, to help students find what they want and often to select books for individuals. A senior student stated that as a library assistant one of the important things she had learned was to meet and satisfy various personalities. Others indicated that they had learned by working in the library many things needed in business, such as keeping records, filing, and making change for fines.

Coöperation is learned by a great many people working together to make the library attractive and useful. In doing this, many library skills are learned by students as the check books in and out, repaste date slips in books, mark books, keep magazines in order, check materials from the materials bureau, file cards, pictures, clippings and maps, and mount pictures and clippings. Another evidence of coöperation is shown by the work of a group

of boys who participated in the planning, drafting, blueprinting, and construction of a seven-room house.

## a-5

Classes are organized under the leadership of a student chairman, assisted by a vice-chairman and secretary-treasurer. The chairman leads the class in planning and organizing its work, presides during class reports and general discussions, and conducts business sessions. The teacher, considered a part of the group, helps to guide but does not dominate its affairs, and decisions are made coöperatively. Methods vary, but generally these offices are rotated frequently in order to give as many students as possible an opportunity to lead. Moreover, as classes break up into committees for study, they usually organize themselves in order to do more effective work. Often a student interested in a certain phase of study will gather others of his classmates with the same interest and organize them into a work group. In any case, student opportunities for leadership development are becoming more ample. In fact, classes are often conducted for a short period of time, such as an hour a day, or in some cases for several days, without the presence of a teacher. Hence, no paid substitute teachers are used in the high school except in the case of extended illness on the part of the teacher. Students plan and carry out their work with the occasional guidance of nearby teachers in the same department. In one instance, when a physical education teacher was ill a number of days, advanced members of the classes led in the uninterrupted execution of their program. In other cases, the student members of the Future Teachers Organization conduct classes for teachers who are absent. In addition, pupils often assist teachers with their work by serving as officials in intramural games, officiating in varsity and grammar school track programs, acting as helpers in the freshman and sophomore classes, and by organizing teams, games, and activities.

Pupils in home economics class this year have served seventy-five meals as a part of formal and informal affairs given for their parents and friends. These social situations were planned by the pupils and teachers. Our purpose was for everyone to have fun and, at the same time, practice the rules of etiquette, good social conversation, and to learn to "feel sure of ourselves" in this kind of situation.

## b-21

Pupils have shown evidences of growth as they have worked with teachers in planning and supervising the traffic system and recreational program of the school. This work affords a large number of pupils each semester the opportunity for exercising leadership and for encouraging others in habits of good citizenship. The Student Council studies the needs of the school and secures student coöperation in the instructional and social life of the school. Students learn how to make and execute plans in the development



of the school's assembly programs. These are given by the students under teacher guidance.

*Skill in Group Work and Tolerance*

b-1

Some evidence of pupil growth, particularly in social development, is shown in a high school having 450 pupils enrolled, approximately half of them coming from town and the other half from an agricultural and mining area. Prior to the time of the work of the Southern Association Study in the school, contact between the people of the town and the high school was brought about by monthly PTA meetings. Those who attended were largely from the upper groups. No effort was made to get parents from outlying communities to attend. The school and some members from the different communities were brought together occasionally by football games, senior plays, and graduation exercises. Parents from the outlying districts, with limited contacts, were found to look on the school with a questioning attitude, and the town parents at times seemed to resent the coming of so many children to create crowded conditions and other difficulties. The transported pupils felt that the non-transported thought they were better and did not mind saying so. Often in discussions and in elections the two groups lined up against each other and sometimes feeling ran so high as to cause fights. Although the non-transported in most cases did not think they were better than the transported, they admitted their interests were different and saw no reason why they should try to mingle socially. Very few did. In an effort to break down differences and antagonisms that existed between the transported and non-transported children and their parents, several things were done, including the following:

1. Meetings were held in the communities of the school district and programs were planned for the purpose of getting parents and children better acquainted and making it possible for parents to see evidences of the kind of work being done in the school. A movie which had been made by students in science classes was shown in several communities. The PTA began holding some of its meetings in outlying communities. The effect of these meetings was good, it seems, since several requests were made that they be repeated.
2. Home room meetings to which parents of the local community and outlying ones were invited were held and seemed to contribute to better understanding.
3. Adult classes were held by home economics teachers, seemingly with good results.
4. A carnival and a community fair were sponsored by parents and pupils of the town and out-of-town groups. The local newspaper published many articles intended to bring about better feeling.



5. The high school glee club sang in many of the churches of the community. The debating club conducted forums and the art classes made posters contributing to community improvement. Home economics classes furnished refreshments for various meetings. Science classes coöperated in a mosquito control project. Beautification work was undertaken by the student association. Health plays and programs were held in an effort to improve conditions in the community.
6. The school building was made available to various groups for use outside of school hours. This served to draw the school and community closer together and make the school more functional in the lives of the people. Scarcely a night has passed in the last two years when some group has not used the building. It has been used for community fun nights, mass meetings for defense work, county farm agencies, adult classes in crafts, by boy scouts and girl scouts, for unorganized athletics and after-school recreation. At least once a week some school group has had a party in the auditorium. This work has served to make the children feel more at home in the school building and has made the school serve a more vital role in the community life.
7. School parties were planned and carried out under teacher guidance in which boys and girls from all communities in the school district were encouraged to mix socially. Each school home room group has had at least one party each year. The student council and student association planned committee work and project work so as to help bring unity between the two groups. Classroom teachers have worked unremittingly to overcome difficulties as much as possible through democratic practices in the classroom and through guidance and individual conferences with students. Guidance was given in problems of dress, make-up, and courtesy.

Evidence obtained recently at a party given by the school for all students contains the following statement: "Almost all of both groups were there and I could not tell which group was which, as they played games, danced square and social dances, and ate a picnic supper together." The school committee in charge of evaluation states that it has been extremely difficult to get any specific, authentic, and scientific data as to evidence of progress which has been made. They state, however, that observation of the two groups at work indicates that much has been done. They suggest that the entire faculty be made more conscious of the problem of bringing about pupil growth and that each one assume more responsibility in accomplishing this end and showing evidence of results. The statement of the school indicates that little has been done about economic status of many of the families and health problems of the community.

*Group Work and Health*

## C-17

One of the schools has placed much emphasis on improving the health of its pupils. During the past three years pupils and teachers have worked consistently to improve the condition of the teeth and gums of all children in high school. In 1940, 50 per cent had perfect dental records; in 1941, 60 per cent; and in 1942, 100 per cent. Along with the improvement of teeth and the care of teeth attention was given to the necessity of eating the right kinds of foods. This involved securing information concerning foods for proper dentition and a well-balanced diet. Care was given to securing, preparing, and serving food. A check-up by the home economics department indicated that helpful habits and attitudes were being formed both by pupils and their parents. Pupils and parents coöperated with teachers and doctors in a series of physical examinations and follow-ups. An important side of the work done by students was a well-planned recreational program.

## a-29

The work of 170 pupils in a gardening project in one school shows results which by implication are evidences of growth. The pupils worked in groups of 12, alternating under guidance in order that the whole number would have an opportunity to participate. A brief summary of this project shows that:

1. There were one hundred fifty new gardens.
2. One hundred sixty-four pupils learned to raise vegetables by participating in the school garden project.
3. Thirty-four families who have no garden space transplanted plants from school hotbeds to their yards around trees and flower beds.
4. Fifty girls made plans in homemaking classes to can and preserve food during the summer. These fifty girls were all from families that had not preserved much food before.
5. The sale of milk by the cafeteria increased fifteen per cent.
6. Sixty-three local dairy men and pasteurizing plants have coöperated in promoting the consumption of milk.
7. Twenty-one pupils began eating breakfast regularly and forty pupils began eating lunch regularly.
8. Records show that fifty-three pupils were reported to have stopped eating candy between meals.
9. The sale of candy and pastries decreased eighteen per cent.
10. Forty-two pupils have poultry projects at home as a direct result of the school activity.
11. Thirty-five thousand pounds of poultry feed have been mixed at the school for use at home.

The principal of the school was invited to the White House Conference in May 1941 to make a report on methods of education in nutrition of this high school.

b-14

A group of students became interested in eliminating nutritional deficiencies in their homes. They had been impressed with the need for bringing about a better condition than had been shown in the nutritional deficiencies of selectees. They studied the nutritional conditions in individual homes, kept a record of family menus over a period of time, and gave consideration to many nutritional needs that were shown as a result of their study. They worked carefully and diligently in planning menus to correct existing deficiencies. Some of these menus were prepared at school and those concerned had an opportunity to participate in the preparation. The matter of cost and availability of food and the possibilities for producing the needed foods were kept in mind throughout.

b-25

Another undertaking was carried out by a senior sociology class that made a typhoid inoculation drive in the high school. The following quotations from evaluations made by students indicate some of the results:

The value of the campaign to this class is that we have done something useful and something that will make the students realize that health is important and that there are many ways to prevent disease.

I feel that we have made a good impression on the health department and perhaps other civic organizations for the school, because we were highly complimented on the way in which the campaign had been conducted as well as on the results. As a group we learned to work together. We saw how a plan must be developed and carried out. Mistakes were made, but I think we profited by them. Individually we learned that it takes complete coöperation and participation from *each* student to make any project as big a success as possible. Personally I learned that no matter how small or large a task is given to me it should be done to the best of my ability, for shirking by one person can slow down the work of the whole class.

We all feel that this campaign has helped us as a school by making us more conscious of the sanitary conditions around us, as a class by our working together with full coöperation, and as individuals by giving us something to do so we can work together. It has helped me by making me conscious of things I start to eat or drink and by my having had a part in something that will help each of us.

## a-2

Considerable attention is given to ways of securing desirable foods. Girls plan many projects such as gardening, poultry raising, canning of foods and vegetables, and consider ways of planning meals and preparing food to promote health. The health program of the school attempts to teach boys and girls ways in which they may achieve physical fitness by securing needed foods and understanding and using adequate diets, by securing sufficient sleep, leading an outdoor life and getting medical advice rather than depending on patent medicines, cathartics, stimulants, and home remedies. Efforts are made by students and teachers to control mosquitoes and to co-operate with the city and county health authorities in efforts to get rid of malaria. Sources of mosquito infection are destroyed and homes are screened in order to make them mosquito proof. An attack has been made on hookworm. Many sanitary toilets have been built and a clinic established for continuous examination and treatment of hookworm pests. The science class has prepared rat poison and contributed to the extermination of rats. The services of a health engineer have been secured in order to teach boys and girls how to rat-proof buildings. A continuous program of dental hygiene, tooth repair, care of gums, and the value to the teeth of eating proper foods is stressed constantly. This school, in its health campaign, in its campaign of beautification of school grounds, private grounds and of homes, is furnishing an opportunity for learning skills in leadership necessary for the improvement of living in the South.

## c-18

Teachers and students indicate that emphasis placed on nutrition has resulted in changes in the food patterns of homes and of the tastes and food habits of boys and girls and men and women of the community. Improvement has been shown in the manner in which food is handled in the school cafeteria and at home. Much has been learned about food supplies, food requirements for health, ways of preparing food, planning meals, and the conservation and preservation of foods. The school has a garden sufficiently large to supply fresh and canned vegetables for the cafeteria. Boys and girls in the home economics department have learned how to purchase meat and other foods intelligently. School pupils and their parents have profited by Red Cross nutrition courses. Students and parents have learned of the effect of foods on the teeth and are making an effort to supply the necessary foods for satisfactory dentition. Class members have kept folders of nutrition materials and have developed the habit of collecting articles from newspapers and magazines concerning foods.



*Skill in Democratic Procedures*

a-5

The pupils set up the qualifications desired of their Student Government officers, campaigns are conducted in a democratic manner, and on election day the votes are cast and counted in accordance with the Student Government regulations. Officers, realizing the seriousness of the responsibility that has been placed upon them, take the oath of office and assume their positions. Through the Student Government activities, emphasis is placed upon the ideas that an office is a position of trust and responsibility; that it is the duty of each voter to help the man for whom he has voted carry out the responsibilities of his office; that no man can be a good leader unless he has interested, informed followers; that the school, the community, the war, the nation "belong" to each individual; and that each citizen has a personal responsibility in these matters.

Fifty-two students, headed by four elected officers, meet every Wednesday, discuss the problems of the library, and plan a schedule of work. The schedule is arranged in a manner that gives each student experience in each phase of the library work at some time during the year. These students, under the guidance of trained librarians, assume responsibility for checking magazines and newspapers in and out, writing fine and overdue notices, recording books read on readers' cards, shelving books and magazines, straightening the pamphlet file, making posters and arranging exhibits for the halls and library, keeping the shelves in order, changing the rubber stamp daters, mending books, reinforcing magazines, and filing catalogue cards.

a-27

Records pertaining to the organization of the activity program indicate the active part taken in planning by the students, themselves, both in committee meetings and in informal conferences in which the students voluntarily responded to the invitation of principal and teachers to discuss the program.

Minutes kept by the Student Council indicate an intelligent coöperation with the faculty and administration in working on school problems, a respect for the opinions of others, a willingness to serve, an active interest in successfully conducted school drives, a desire and an ability to conduct meetings in a democratic manner, and a free interchange of ideas and projects with other organizations. It was largely through the planning of the Council that the entire club program was set up. The minutes show that committees have continued work through the summer months each year. Analysis of the activities of the Council indicates a balanced program directed toward improvement and a breadth of interests, including civic and school drives, care of school property, encouragement of intelligent use of the library, book reviews and other programs to encourage interest in cur-



rent literature, coöperation with other organizations, conducting of honor study halls, development of wholesome attitudes. An analysis of the projects also indicates a continuous change of activities and the absence of a tendency to settle into a lifeless routine. The Council has assumed among its objectives an "effort to build in the student desirable attitudes such as loyalty, fair play, consideration for others, cleanliness throughout the building, courtesy on the athletic field, and kindness to new pupils and teachers." That the walls, desks, and floors of the building are remarkably unmarred after six years' occupancy indicates that student attitudes on this score have been largely responsible for a marked improvement in attitudes, sportsmanship, and conduct at pep rallies.

Records of assembly programs indicate for the past few years increased pupil participation. Meetings are presided over by students, and both assembly and commencement speakers are almost entirely students.

Student ROTC officers have demonstrated again this fall their ability to exercise leadership and judgment in quickly and efficiently organizing boys into units. The commandant reports that leadership was particularly evident this year in the face of shortage of uniforms and other problems involving new rules and regulations.

Student planning has continued to influence the activity program. It was a result of thoughtful student questionnaires that the number of clubs was reduced recently by about 45 per cent. The objectives now followed by the clubs are those set down from time to time by the students themselves in discussion and in unsigned questionnaires. The objectives set down indicate a respect for the rights of others, an appreciation of the necessity for order, and an understanding of the importance of self-discipline.

One outgrowth of the activity program has been the effect it has had on curricular procedure. The various classes devote time to a consideration of objectives and purposes, stating objectives at the beginning of the year and indicating degree of attainment at the end of the year. Objectives stated show that the student is aware of the necessity for directing his efforts toward the attainment of real aims and for learning now those things he will have actual use for later. Prominent among the objectives are improvement of self-expression in writing and in speaking, mastery of fundamental processes in mathematics and science, and improvement of habits of study and concentration.

Chairmen are now elected for the various classes, and teachers have found it possible to leave for the entire period to attend faculty meetings while constructive work is done in their absence. Last spring, because of illness in the faculty, the enlistment of faculty members, and the impossibility of getting substitutes, a number of classes conducted recitation and did real work for periods of several days with a minimum of faculty supervision. Similarly

honor study halls have been set up and have worked effectively without faculty supervision, indicating student ability to work independently.

Perhaps the most important means of determining the real effectiveness of the efforts to develop citizenship is a check on outside activities to decide whether attitudes and habits developed in school are being carried over into life out of school. As a partial check on this, a questionnaire was presented to senior students this fall. The results indicated that of 96 seniors who were questioned, 87 had actively engaged in war work, including Red Cross service, working in U.S.O., selling bonds and stamps, collecting scrap, participating in the work of the C.A.P., etc. Of the same group 72 had taken part also in various out-of-school community activities, holding office, attending conferences, etc. Of the group 31 had spoken during the past year before groups other than classroom groups. All but four of the 96 students questioned have participated in the activities of at least one school organization.

#### b-22

A summary of statements of the high school faculty of one of the participating schools indicates that improvement has been made in the following respects:

1. Growth and self-criticism.
2. Students accept criticism of the group more readily and are showing signs of being able to work better in groups.
3. Reports and comments from students show that they appreciate good behavior both in and out of school.
4. Students are able to think more clearly and seem readier to assume responsibility. Many of them attack their problems more independently.
5. Students exercise freedom without being rowdy or noisy.
6. Students are learning to make plans intelligently.
7. Pupils have developed a self-critical attitude and greater tolerance for others.

#### c-4

Perhaps the best example of practiced democracy is to be found in the social studies classes, for here the students plan and work out their course of study—subject to recommendations or approval of the teacher. At the beginning of each unit of study a student chairman is elected by the members of a group, as in all democratic organizations, to direct the discussions. The objectives of the year are decided upon by the pupils and then the problems pertaining to these objectives are set up. These problems are then worked out in the order of their importance at that time. In such a procedure it is necessary that students understand the principles of democracy and in working out these problems they are participating in a democratic program.

Another example is in the selection of a school theme for the year by the student body. In making this selection every student has a chance to express himself and to make suggestions, with the final decision being reached by vote of the student body.

The student council is made up of the officers of the classes from the seventh grade through the twelfth, inclusive, and the purpose of this group is to plan the school program and to help in working out the various problems that come up during the week.

In the chapel programs given every week by the different classes the members of each class are responsible for selecting, planning, and giving the program. It is the teacher-sponsor's duty to see that this is done and that order prevails.

The commencement program for this year is based on the theme of the senior class and was planned in its entirety by the members of the class.

*Accepting and Carrying Out Responsibility*

a-11

The social program indicates growth of pupils in participation and assumption of responsibility. The social activities of the school are now planned and executed almost entirely by students. These activities formerly consisted chiefly of dances, which did not reach more than twenty-five per cent of the pupils; membership in clubs, which met during school time; and the athletic program, which before stimulated only a spectator's attitude as far as many students were concerned. This program was projected by the administration and afforded little or no opportunity for pupil growth. The pupils themselves recognized the need for a more varied program. Some brought their own games to school; others serving on social committees began to suggest forms of recreation other than dancing or to express concern for the enjoyment of boys and girls who did not know how to dance but wanted to learn.

The general school social program is now administered largely by the grade groups which endeavor to meet the social needs of pupils by planning affairs in which everyone can have a part. The result is that at least once each semester each group stages a really important party for students in the grade. These parties offer a variety of games and other amusements, as well as dancing. Effort has been made to get a large attendance, and especial attention is paid to timid or maladjusted pupils. Large groups of pupils help in the planning of these affairs and, through this activity, develop executive ability and social graces. The pupils are interested in evaluating the social program, and polls are conducted by them in order to determine the degree of increased pupil participation.

A noon-hour social program has been made possible through the lengthening of the lunch period. The offerings at the lunch hour, based upon ex-

pressed pupil interests and planned largely by pupils, consist of opportunities for badminton, the use of the game equipment, movies shown in the auditorium, dancing in the lunch room, and opportunities to play cards and dominoes. This program is constantly in a process of evaluation, refinement, and amplification and does not remain static.

Grade group councils, or cabinets, grew out of the need for pupil opportunity to help plan social and other activities peculiar to their own group. The pupil cabinets were developed in a variety of ways, but each grade group organized some type of student council to direct projects for his grades, planned with the faculty group on certain types of problems, and became an instrument for uniting the work of the entire student body on certain all-school projects. Last year one of the council groups worked on the following problems, which are typical of those in all the student groups: (1) getting better acquainted with the new students in the group; (2) developing better sportsmanship at athletic contests and better conduct at social gatherings; (3) initiating better boy and girl relationships; and (4) developing a broader social program and encouraging everybody to participate in the social life of the school. The students have indicated their approval of the work of the cabinets by enumerating values received from their participation in the organization.

The music classes and band have served in a number of situations such as church services, club meetings, banquets, formal concerts, festivals, women's clubs, nearby schools, PTA, radio, patriotic, and commencement programs.

The dramatics club has rendered service to the community through performances for various clubs and organizations, recording local programs of importance in the community, and rendering technical aid in fields such as radio for certain community organizations.

#### c-7

A class carried out its plan of making and keeping its room an attractive, homelike, and convenient place for work. All during the year the pupils seemed to find a great deal of pleasure in bringing in a new picture or article they thought the class would enjoy, a new vase, or anything that might add to the appearance of the room. Judging from the behavior and remarks of the pupils the teacher was convinced that they regarded the homelike room as the center and "home base" for their total program and life in the school.

The teacher was of the opinion that the program of learning should be such that the pupils would share the responsibility for making the class periods as profitable as possible. She believed that since, in their class discussions the pupils seemed to have agreed with this opinion, it became the teacher's place to arrange situations in which they would necessarily assume an increasing amount of responsibility for organizing and carrying on the class



room work. She believed that such learning situations would be a means of giving pupils practice in the development of traits such as initiative, independence of action, and dependability. The pupils were given this type of responsibility in activities such as small group planning periods, in carrying out individual studies, and teacher absence from the classroom.

On one occasion while the teacher was ill for four days she wrote notes to the class giving assignments and some brief suggestions for class procedure. On the fifth day she came back to school, unexpected by the class. When she arrived the class was already in progress. The chairman and class paused long enough to say that they were glad she was back, but straightway returned to their work, not even asking her to "take over." From the reports of the students, themselves, and of other teachers the students generally proved worthy of the trust placed in them.

The teacher came to the conclusion that it was possible to build in her class a spirit that made the students so conscious of their responsibility that they carried on their class work with a minimum loss of time. In the course of the year the improved behavior of the pupils on such occasions led her to believe that as a class they made definite gain in initiative, independence of action, and dependability.

In her concern to develop in the pupils the personality characteristics that would help them in making the necessary adjustments to high school, the teacher tried to provide curricular as well as non-curricular experiences that might contribute to this development. One such curricular experience is described here.

After school had been in progress long enough for the pupils to know each other and after they had had opportunities to work together on various class or section committees, the teacher and class decided that the class would divide into committees to work on parts of a problem which had been selected for class study. As a result of discussion and planning periods the teacher and pupils listed certain questions, or divisions of the problem. Each pupil chose the division of the problem that was of most interest to him and committees were formed as the basis of the pupil choices. When the committees were formed, each chose a chairman and secretary. The chairman became the general director of the work and the secretary kept a record of the work done and cared for the materials collected. The committees explored their problems and formulated other questions as their thinking progressed. They used these questions as "guide posts" in gathering material. Since their knowledge of the subject for study at this stage was meager, they were urged not to confine their reading to these questions alone. After spending some time in reading, they came together and added more questions to the original list and made an outline of the subject-matter to be covered in the committee's report to the class. At various intervals the committees met to report on materials found and to discuss organization and possible ways



of presenting their findings to the class. When all was in readiness the reports were given, first in committee, then to the whole class.

After the reports were finished the class as a whole passed judgment on the individual committee reports and the results of their work, in the light of what they had set out to accomplish. Finally, each committee evaluated its own work, including the accomplishment of the individual members of the committee. This procedure was not undertaken at the first of the year but after the group had had some "assigned" experience in finding materials and practice in working together. However, at the time it was undertaken, there were a few students who felt "lost." Care was taken to forestall the prevalence of this feeling so that the very sense of security which the teacher was trying to build up would not be destroyed. She realized the need for careful supervision of pupils, and divided her time so that she could attend committee discussions, check plans of work, and supervise library periods. Pupils who experienced too much difficulty were given some definite assignments until they felt sufficiently independent to advance "on their own." Then, too, the teacher was on the look-out for evidence of time wasted by pupils who were either not interested or did not know how to direct themselves. If a pupil persistently put aside his work for some other matters that were irrelevant to the work at hand, the teacher attempted to determine the reasons for the distraction and helped the pupil redirect his work. If, for example, the material he had chosen seemed too difficult, or if the subject had no appeal to the pupil, the teacher helped him find more appropriate material, or, in some cases, helped him select a different topic for study. In the case of pupils who were inclined to waste time, it was necessary for the teacher to check their notes much more frequently than those of the other pupils and, at times, to assign very definite pieces of work to be done. During the year the teacher learned how much individual pupils should lean on her for direction and how far and how rapidly to push them out "on their own."

It is the belief of the teacher that learning situations of the type described above were profitable to the group as a whole. They threw a great deal of responsibility on the individual pupil and caused him to use initiative in the solution of his problems. In addition, they gave him the opportunity, and the responsibility, of directing the use of his time and of choosing materials without too much assistance from the teacher. This resulted in independent action.

b-14

A group of boys in the Vocational Department organized a maintenance group for the purpose of making needed repairs in the elementary and high school buildings. They budgeted their time and without loss from their regular school work repaired windows, desks, chairs, repaired and installed bells, and did wiring, fencing, and painting as needs arose. This has been

a continued service and probably will be more necessary as assistance in building maintenance becomes more difficult to secure.

A motion picture showing how the school meets the needs of individuals, was presented in the high school as a part of the commencement program. The students accepted and carried out the responsibility of working out all of the continuity, scenes, and titles. A student acted as narrator. Incidentally, this individual became interested in radio work and is now on the announcers' staff of a near-by radio station.

Members of the dramatics club accept responsibility for organizing themselves into groups, each group carrying out its part in the writing, staging, make-up, and acting of skits and plays. Students accept responsibility for assisting in the improvement of the appearance of their schoolrooms, laboratories, and various such duties. Students in the Art Department have contributed a great deal to the improvement of the appearance of the home economics room.

#### a-27

The teachers thought that the most striking instance of pupil growth appearing last year was the pledge drawn up and introduced to the students by the Student Council and voluntarily taken by the entire student body. The students pledged themselves to assume additional responsibility in self-discipline in the face of the loss of many regular teachers to the war effort. Evidence of the ability of the students to direct themselves may be found in the unsupervised study halls.

### *Personal and Intellectual Development*

#### *Personality Development*

#### C-4

In the first years of the program the students rated themselves on specific patterns of behavior in the areas of the home, the school, and the community in attempting to determine what items needed most attention in the school system. Each year since, the students have checked themselves and set up objectives for the year. They have reached these objectives by using classes, assembly programs, charts, and graphs to determine group and individual problems and methods of solving them. In Special Interest Groups during the session of 1940-41 each individual was analyzed by his schoolmates in an effort to show his strong and weak points so that he could denote his degree of personality improvement. The program focuses the attention of pupils upon such qualities as tact, consideration for others, group loyalty, self-confidence and salesmanship.

Evidences of personality development are seen even in the first grade where beginners gave a Romeo and Juliet Radio Program in advertising the junior play. Encouragement is given the budding personality through the gram-

mar grades where the pupils display their individuality in splashes of color on canvas in the fifth grade and so on in each succeeding grade until in senior high school the student personality becomes the dominant power in originating, planning, and directing the activities of the school.

*Breadth of Interests*

c-28

The pupils apply their knowledge of science in the preparation of many commodities such as tooth paste, shaving cream, shoe polish, lipstick, cold cream, and others. Boys interested in farming make soil analyses, study needs, and supply to the soil the necessary foods for various types of plant life. Girls interested in becoming operators of beauty shops learn what chemicals are harmful to the skin and hair and which ones are beneficial. Students interested in commercial work have an opportunity to learn book-keeping, shorthand, typing, and banking. Those interested in nutrition study foods and carry on experiments concerning the values and costs of foods that are convincing. Groups interested in electricity work in the community wiring houses and buildings on the campus and are rewiring the main building. The ceramics display, weaving, painting, metal work, and crafts of many kinds indicate growth of students in the skills of arts and crafts. A group interested in photography contributes much to recreation as they apply skills learned in this field. They have a small dark room completely equipped for developing pictures and develop pictures not only for themselves but for the people in the several communities in the school district.

The banking group is one of the interesting groups of the school. Students find the bank very helpful both as a means of learning banking practices and as an accommodation in supplying funds from time to time. At the beginning of the year the students prepared all forms and worked out regulations that should control the bank. Students can borrow as much as thirty-five cents on the signature of a fellow student and up to one dollar on the signature of a teacher. Any note over a dollar must be signed by a parent. Due to lack of ready cash and to the fact that most students do not have opportunities for earning money regularly, they are requested not to borrow more than \$5.00 at a time.

The pupils have a major part in the operation of the school paper. They write the articles, print the paper, distribute it, and collect and pay bills. Any article written by a student is signed by him. One interesting feature of the paper suggested by a junior high mathematics class is the Institute of Public Opinion.

Interest in community improvement is developed through work in the storage rooms of the refrigeration plant, the hatchery, and the canning plant. These undertakings entail careful planning, keeping books, application of

business principles, and appraisal of results and needed modifications as the needs of the community are met.

b-8

The pupils developed more interest in current affairs. This was evidenced by the increased number who read the daily paper and used the radio as a source of information. This interest resulted in our setting aside a regular time each day to discuss current events. One interesting experience was listening to the declaration of war over the radio. It was especially interesting to the pupils since they had learned how Congress functions.

More pupil effort was shown in attempts to improve the quality of work done. This was not true of the whole group but there were many who spent much time trying to perfect their work. This was especially true with regard to writing letters of application. During the introductory study of the letter of application and the personal interview, one of the boys was called out of the room to be interviewed by the president of a near-by college. On his return to the room his remarks about the necessity of knowing what to say did more to build up an ability to answer questions clearly and to write effective letters of application.

Pupils gained more knowledge of facts during the year. This was evident to me in the evaluations they wrote of their work. Many of them expressed the idea that if they had had four years like their last year they would know more. Others told me that they felt that they had learned more during the year because they had learned how to use their time more wisely and how to study. Some of the patrons told me that they could see a difference in their children over the previous years. One study they made which convinced me that they had gained some facts was the one concerning the federal government. When they could read something in the paper, then explain it in the light of facts which they had learned, the satisfaction which the individual gained from this ability was enough proof for me that he had gained more knowledge and broadened his interests.

b-14

The results of the work of a high school class in English, in an attempt to develop certain social concepts through the use of high school English materials, indicate that the work of the year contributed to the growth of the class members. Previous experience led the teacher to believe that work in English might prove of greater value and interest to pupils if the work undertaken offered a more direct challenge to student thinking. It was believed that this could be accomplished through selecting, for class study, topics which would relate to social ideas and concepts which characterize the current social and economic structure of our national life. It seemed probable that a study of such topics would be of direct interest to pupils and would



furnish an effective means for developing their understanding of and interest in certain aspects of our national life. In addition, there was the obvious opportunity for the pupils' study to be planned so that their work in English and in social studies would have a desirable relatedness. The teacher believed that the emphasis in such a program should be upon enjoyment and critical interpretation. Books and other reading material would not be selected merely because they are said to be "good," but because of the importance of the idea, people, or places which the author attempted to portray. Literary appreciation, instead of being the emphasized objective, it was believed, would result indirectly. However, the teacher did not plan that the English work would place primary emphasis upon reading. In fact, plans were not made in advance for the entire year but only for initiating the class work.

The interesting details of how this work was done will be reserved for a later report. A significant part of the work was done during class period and all of the ideas included in the writing of essays had to be arrived at individually. This work required concentration. It represents students' original thinking based upon interpretation. An evaluation by the teacher and the pupils indicated the following kinds of growth:

1. Students developed interest in reading about outstanding American personalities.
2. Improved ability in written expression.
3. Increase in vocabulary. Students became vocabulary conscious and began noticing certain words in conversation, movies, radio programs, and newspapers. Definitions were not enough. Connotations, shades of meaning, word combinations, exact and concise use of words interested them. They made use of additions to their vocabularies in written and oral work and developed a word curiosity. In summing up the work of the year one student said, "The vocabulary study has proved of value to me. I notice that I understand better what I am reading and, when I am writing, I find that I can express myself better in fewer words." Another said, "The word study has helped us increase our vocabularies because we have learned not only what words mean but also how to use them." Other students in summarizing the work of the year furnished the following evidences of growth and broadened interests and concepts in reading and thinking:  
"We studied about people, and, in my opinion, we could study all our lives about people and it would always be interesting. We studied about different types of American people, some arrogant, some selfish, others, kind and generous. We studied the lives of people during all the decades of America—from Jamestown to the present."  
"I have become more interested in reading. In fact, I've read more this year than any year I can remember."



"I liked best of all the work we have done in learning to form our reading tastes." (This was a concomitant result—reading tastes were not discussed directly at any time during the year.)

"Everything we did shows how much more is yet to be done. It's like going to a library to find a book and seeing so many you'd like to read, but can't read at once."

Incidentally, one finds students getting around to reading things mentioned much earlier in the year. The work was tied up so that one phase was not studied and then forgotten.

"All in all, it (the year's work) has done a lot to make us think. . . ."

b-21

Evidence of growth of an individual:

And then there was Bobby. For two weeks he sat on the last seat in the room, away from the others, doing absolutely nothing. A former teacher had warned me not to irritate him the first day as she had done the preceding semester. You see, Bobby was a school problem—had been for three years. In fact, he had talked to an eminent psychologist two years before. Nevertheless, he remained apathetic, silent—no discipline problem at all since he did *nothing*. Oh, yes, he did play football. Beyond that I could find out little from other sources. "Bobby? Just stupid, that's all."

After two weeks of silence I started asking him questions in class. Never an answer, only a shrug and a remark that he'd never understood grammar and never would. So, I made an appointment for him to see me in the Press Box the next day. For a solid period we talked. For half of it I got nowhere. He simply wouldn't talk or help at all. "I just guess I'll wait until I get an easier English teacher. Sooner or later one'll come that'll pass me."

This was his attitude; he was slow, he didn't care about getting out of high school, he saw no reason why anyone else should care. All the time I was trying to appeal to something in him, some ounce of pride, some respect for his parents, some desire to do as well as others—anything.

But I felt I was getting nowhere. The period ended. Bobby had shown no response. I felt horribly inefficient and discouraged.

Imagine my surprise when the next day after class he waited for the others to leave, came up to the desk, grinned and said with a blush, "Miss ———, I've been thinking over what you said yesterday. And I'm willing to try since you seem to want me to. Nobody's seemed to care before."

So, we had another chat in the Press Box. This time he talked and helped a lot. He seemed to trust me and told me more about his music. Then I asked about what he liked to read. Without hesitation came a surprising answer in the light of his apparent complete dullness—"Poetry." Then

he went on to say that he liked to memorize it—such things as “Mother McCrea,” Guest’s poems, Kipling’s. But he warned, “Please don’t tell Miss —— that I like poetry; she’d laugh.” Gradually I was beginning to pierce Bobby’s fierce coat of defense.

A little later he said, “Miss ——, do you like the organ?”

“Of course, do you?”

“Yes’m; I’m learning to play it.”

“Oh, indeed, I envy you. That’s the first thing I’m going to learn when I stop teaching school. Do you play any other instrument?”

“The piano. I’ve studied for several years, but I like organ better.”

It was hard to reorganize my whole conception of him—class “dumb-bell,” poet, musician—or if not the latter, at least appreciative and sensitive to rhythm. The beauty aspect I couldn’t be sure of yet. But the bell rang, and Bobby departed with a promise to read Neihardt’s *Song of Hugh Glass*, since he liked narrative poetry.

I could go on and on. A few summary remarks should suffice, however. He *did* graduate, and he did improve considerably—but four months can really do little against years of blankness. There were frequent periods of despondency and the old indifference. Frequently, I still wonder if all the trouble was worth it. Still, he was a real addition to my class, for he held his own in discussions of poetry and the class was as proud of him as if he were their only child. Perhaps he gleaned more than I think.

Now he is in the Navy. I wonder what difference has come over him without his organ. Perhaps he recites *Gunga Din* or “When Earth’s Last Picture is Painted,” for he learned hundreds of lines of his own accord.

#### *Physical Well-Being*

##### a-27

Programs planned by the students themselves for the all-girl and all-boy organizations indicate an awareness of the importance of health habits and personal improvement. Improvement of posture, care of hair, proper dress, prevention of colds and general personality improvement have been topics of popular programs.

The school nurse reports that eye examinations have produced effective results. All defects discovered were reported to families. More than ninety-five per cent of the families had the children treated. Improvement of posture has been an objective of the above mentioned clubs as well as of the physical education department and the ROTC. Although there is still need for further improvement, students are aware of the need and considerable improvement has been evident.

*Poise*

## a-9

Further evidence of pupil development appears in the ease and willingness with which large numbers of our students participate in programs involving either students or adults. Members of the Student Council participate each year in the programs of the various local, state, and regional student government groups and have served on the programs, have held offices, and have acted as host to conventions. Commencement programs are entirely presided over by students, and with only two exceptions speakers have been students.

## b-8

Many of the students changed their attitudes toward the meaning of freedom. This is illustrated by the results of their study of the origin and growth of democracy as a way of living. At the beginning of the study each student was asked to write a statement giving his idea of democracy. Two meanings stood out in their papers, that of doing as one pleased and that of government by the people. As the study progressed they began to see that democracy was more than government or freedom. One boy used about half of a period explaining to us his new conception of democracy which he had gained from his reading. He tried to help his classmates to see that a person was free only as he was able to accept and use freedom, bringing in also the need for rules to guide free people. The group seemed to sense that democracy involved more than government in that people had to be democratic in their relationships first. After our study there was a better spirit of cooperation within the room.

As a whole the group developed more respect for individual personalities. Earlier in the year there was little concern for the feelings or rights of the individual. As the time passed they began to see that individuals had something of value to add to the class. One of the girls who had been chosen as chairman of the group developed an ability to speak before them without any visible trace of fright. They were very proud of her, expressing to me how well she spoke to them or for them at other meetings. When time came to choose the commencement speakers she was the unanimous choice of the group, not because she was popular or pretty, but because they knew that she could do what was expected of her.

## c-4

There has been decided improvement in poise shown by pupils during the last three or four years. This statement is substantiated by the observance of pupils in chapel programs, classroom recitations, public performances, and public appearances of individuals and groups in any undertaking of single students or group of students. Pupils called upon at random from

the student body to give views and suggestions, to present ideas, or to make announcements respond spontaneously with ease and confidence. In weekly assembly programs presented by all high school grades students demonstrate these same qualities in presenting plays, skits, and talks.

The social studies classes have been the source of most of the training of the pupils in speaking before a group and in clearly planning and assimilating materials and objectives to be taken up during the year. In these classes particularly are shown the results of pupils taking the lead and confidently reaching the objectives which they themselves planned.

Not only in everyday class room work and school procedures have the students demonstrated their ability to express themselves with assurance, but also before learned groups of college faculties, boards, and meetings of this type held away from home.

#### *Ability to Plan and Evaluate*

##### a-11

On the first day of school there was no definite assignment; instead, there was informal discussion of what had been done during the summer, what the high school should do for the pupil, what was needed most by the pupils, and what the pupil and teacher could do. Each pupil listed the things he wanted to accomplish during the year. Some examples of his needs were: greater ease in speaking before a group, better command of skills, better manners, more friends, better work habits, a better vocabulary. The acquisition of this information was a preliminary part of the cooperative planning of teacher and pupil. When each pupil had considered things which he might accomplish, the class discussed the possibilities of an area of work and decided to study the rules of etiquette and their applications. This seemed a logical choice since pupils just entering high school are usually self-conscious and desirous of making a good impression, of acquiring friends, and of being socially approved. Before starting the study each pupil made plans including: (1) reasons for making the study, (2) questions to be answered in this area of work, (3) references already familiar to him, (4) possibilities for finding other materials, (5) method of procedure, and (6) ultimate values of the activity. Throughout the study a pupil referred to his study plans to see whether his purposes were being realized.

After the pupils felt that the subject had been investigated sufficiently they planned various culminating activities. Some who wanted to develop better speaking ability presented their discussions orally; others gave written reports of their work with stress on organization, outlines, and skills. One group gave a luncheon. The host and hostess studied etiquette pertaining to this part of their work, wrote invitations, and planned the initiation of subjects of conversation. The guests studied their responsibilities, while



others concentrated on table service. The members of the menu committee executed their obligations in getting each person in the whole group to bring his share of food and dishes.

a-9

Evidences of pupil growth in one school are reflected through the operation of the student government association. Ten years ago in this school there was a student government association which was discontinued after a limited trial. The organization was based on the assumption that its primary function was disciplinary. The pupils served as marshals (policemen) to see that there was order in the halls and in the rest rooms, and to check attendance. There was little opportunity for thinking through problems, so that when real issues came up they were unable to handle them and it was necessary to call in the faculty to take charge. Four years ago one of the groups became very much interested in studying problems that were common to most of the students. This study brought to light the fact that there were definite problems that the students in high school should do something about and there was unquestionably a need for some organization to carry on the work. The group studied different types of organizations that had been used successfully in other schools. Tentative plans for an organization were drawn up and presented to the student body. A different type of high school student association was entered into. All officers were elected by the student body. Committees based on the recognized needs of the school were set up to carry on the business of the association. Each home room had two representatives elected from its group to serve on the council. One of the duties of the council was to select four faculty members to serve as advisers of the association and to represent the faculty. In recent questionnaires submitted to students asking for evidences of democratic procedures practiced in school, practically all of the answers cited activities of the student association as examples. The student association through its committees, including practically all of the students in high school, has developed plans concerning:

1. Ways of integrating the school program and the program of national defense. It was agreed that in order to do this higher standards must be observed and a better job done in all phases of school work. Classes were set up to provide first aid and certificates were earned by many of the students.
2. The improvement of school lunches. Pupils have planned and worked with members of the faculty to this end. It was pointed out that many of the high school students come on buses leaving home early in the morning and not returning until late in the afternoon. Consideration was given to what constitutes a good lunch and a balanced diet, and providing attractive places in which lunches might be served and eaten.



3. Provision for recreation during the noon hour.
4. Conservation, including the care of school property and the thrifty and intelligent use of materials.
5. The development of skill in saving and thrift. To encourage saving among the pupils and to give them an opportunity to handle money wisely, plans were made and carried out for organizing and conducting a bank. This was done with the assistance of the commercial teacher who served as adviser. The bank has a governing board composed of two directors elected from each home room. These directors not only determine the policies of the bank but they collect money that is to be deposited or withdrawn. Loans are made bearing three per cent interest. The bank has rendered significant service in the sale of war savings stamps.
6. Cleanliness and beautification of school grounds. Committees of pupils planned and carried out a clean-up campaign. Weekly reports were made on cleanliness and appearance of rooms, halls, toilets, and grounds. The beautification committee raised money for making the school more attractive. Some of their money was used to help defray the expense of painting the rooms and halls at the beginning of the year. A sum was set aside to buy a curtain for the auditorium. A group of six boys and girls in charge of the school store raised more than one hundred dollars for this fund.
7. Assembly program. The association provided for weekly assembly programs which give all groups in the school an opportunity to participate. Most of these programs are the outgrowth of the home room and special interest groups. The chairman of the assembly program has charge of scheduling the programs and presides at them.
8. Athletic programs. The student council has worked on many problems involved in carrying on an inter-scholastic and intramural program. They feel that too much time has been given to competitive games and that too much money has been spent on a limited number of boys, approximately sixty. They are making plans to give more students an opportunity to participate in athletic games and to provide for participation by all pupils.

a-27

The teachers of one of the schools participating in the Southern Association Study submitted as one evidence of pupil growth the evaluation by students of various organizations in the school's activity program. This was done through a series of unsigned questionnaires. Of the first seven suggestions presented for the improvement of clubs, five pertained to better conduct on the part of members, indicating the pupil's recognition of a fair, orderly, and democratic procedure as a prerequisite to a successful club pro-

gram. There was evident a widespread resentment against the individual who treated the club program lightly and a definite indication of a willingness and a desire to enter the serious work of the club program, with few responses to the suggestion that the work should require less time. A challenge was offered both sponsors and student leaders by the suggestions that more interesting programs should be provided and that more effective programs should be presented by the clubs. The responses, indicating that the members desired an orderly, active club program in which every member should have an equal chance for full participation, provided material for a careful reconsideration of the entire activity program by both teachers and pupils.

b-14

The following evaluations by pupils of their work of last year and by the teacher of the group indicate personal and intellectual growth:

During my senior year I have accomplished much more than in preceding years. I have learned how to take a rule or formula apart and get into its meaning and the reason back of it. As a result I can discuss English literature with understanding and a sense of pride. Careful study of words and of grammar has given me a feeling of assurance when I talk to an older person. I think, too, that my manner of study has improved.

This year in English IV class I have accomplished much toward using better grammar, spelling tricky words, punctuating sentences, and other improvement in English. This work has helped me in all my classes and outside of class—at home, writing letters, speaking, and in better understanding of what I read. As a result of vocabulary work I feel that I can express myself much better. Probably the most valuable work I have done has been in writing compositions and in doing the necessary research preceding writing.

The teacher made the following evaluations:

1. That the pupils had made much progress in written work as a result of individual planning and planning with the teacher;
2. That pupils read more books from the bibliography because the teacher aided them in selecting material on their level;
3. That some of the superior pupils read and reviewed for the class material of an advanced nature;
4. That the pupils' interest in reading was reflected in the excellent reviews that were given;
5. That the results of the standardized tests showed progress in vocabulary building, reading comprehension, and grammar due to ways of plan-

ning, individual vocabulary study, wide reading, and having goals for English work in mind;

6. That the students showed by their words, their actions, and their attitude of cooperation that they had grown in appreciation, in planning, and in working.

*Development of Acceptable Purposes*

b-12

Evidence of the development of purpose is shown in the action of a class in one of the participating schools of the Study. There was a tree located on the south side of the campus that the students considered a menace to individuals and cars parked near by. They suggested that something be done about it. Some thought the tree should be cut down and others thought that steps should be taken to save the tree. After some discussion it was agreed that a tree expert should be consulted. This was done and his opinion was that the tree should be cut down because the cost of saving it would be too great. The students wanted to know what was involved in cutting down a tree on public property. They sought advice from a law student and asked if he would visit the class and discuss the legal aspects of removing the tree. After presentation and discussion, the conclusion was reached that the responsible person should be interviewed concerning the removal of the tree. This individual was the school superintendent. He would have been responsible for any damage done by falling limbs. The students asked for and were granted an interview with the superintendent, who heard their suggestions, promised to have the tree removed, and made provision for this to be done. In the meantime, some of the students had considered the appearance of the campus and thought that a new tree should be planted in the place of the old one. A tree was secured, planted, and dedicated at a ceremony attended by the whole class, other students who were free at the time, and the principal. One of the boys presided at the planting ceremony. A girl recited Joyce Kilmer's poem "Trees." The chairman of the group made a short talk on conservation of our trees and dedicated the new tree to the boys of the school in the armed forces. The principal accepted the tree for the school and the music group completed the ceremony by singing "God Bless America."

Another group, while engaged in a study of industries and the historical background of the city, became interested in marking historical spots. It was suggested that if the group should mark one place of historic interest others might be stimulated to mark other historic spots. The group sought the assistance of the Industrial Arts Department to make a suitable marker. It was made of wood, two feet by three feet, substantially put together. The students submitted inscriptions that they believed appropriate and one was chosen to be on the marker. Plans were made to obtain permission to erect

the marker, but it was found that the owner of the land was critically ill and the actual placing of the historic marker was postponed until the opening of school in September.

## C-20

To instill the habit of keeping homes and school attractive, a clean-up day was initiated in the spring of 1940 and has been continued each year since. A half-day is taken for the cleaning of the school grounds—picking up papers, raking lawns, trimming hedges, and planting flowers.

The shop boys do repair work both in their homes and at school. They have built furniture for home use, construction work done in the home being considered as part of their school work; they have built bookcases in many classrooms, placed filing cabinets in library and classrooms, and repaired and painted several buildings on the campus.

Home economics students are interested in improving the appearance of their surroundings. They have redecorated rest rooms, planted flowers, and assumed charge of the school's sick rooms.

Samples of the work done by art students prove their work to be successful. Paintings made by the Art Department now hang in the school library and in the homes of the community, many of which have no other wall decorations. Articles made by the art classes are: bookends; plaques of wood and plaster; pictures in oils, water colors, and tempera; albums; cook books; kitchen reminders; vases and small modeled figures; hooked rugs, mats, and tapestries. They also do another type of work in the making of posters and tickets for school entertainments, traffic signs, football notices, and other signs for community use.

Other departments and classes of the school have contributed to the purposes named by the making of curtains for the elementary library, the repairing of old books, and by keeping their respective classrooms attractive with flowers and clean floors.

## a-2

In one school, pupils, mathematics teacher, and other teachers plan co-operatively. This planning offers an opportunity for growth and when done effectively is an indication of growth. Each student considers what he will do after high school, what he can get from high school to better prepare himself, and conditions in the high school under which help can be had. In the subject of mathematics, each individual student undertakes to determine his weaknesses and further work needed. He also considers work in mathematics needed as an aid to other work that he will do during the year. Each pupil tries to analyze his own situation, working with parents, other students who have similar problems, and teachers. Out of this comes a tentative individual plan which is frequently checked and modified. Pupils and teacher determine ways of working which are most satisfactory for



each individual and for the group. The pupil assumes some of the responsibility for deciding when he has accomplished the thing he set out to do. As a result of this planning and work, teachers indicate that some of the following changes take place:

1. Increased purposefulness on the part of the pupil—a greater desire and determination to gain skill in mathematical operations and understand mathematical concepts better.
2. More interest in mathematics.
3. Increased ability to recognize mathematical problems in non-mathematical situations.
4. Added skill in recognizing practical applications of mathematics—more extensive voluntary use of applications of mathematics.

a-29

A teacher of fifty-two Latin pupils worked with them in such a way that they had a share in determining the purposes of the work in Latin. Each pupil wrote out the things that he hoped to accomplish during the year by a study of Latin. This was checked with the teacher and was revised from time to time. Both teacher and pupils made evaluations of work that was done by individuals and by groups working together. These indicated that the pupils were learning to reason, to weigh evidence, to discuss questions frankly and honestly, and to express themselves clearly.

In addition to this appraisal, near the close of the year each pupil recorded on a 3" by 5" card how near he had come to reaching the goals he had set for himself at the first of the year. If he had not reached them, or if he had changed his purpose during the year, he gave the reasons as he saw them. Likewise, on the final summary sheet of the year all pupils were asked to make suggestions for improving procedures in the future. These appraisals, their related class discussions, and the suggestions developed from them will be used in planning further improvements in the work next year.

*Work Habits*

b-26

In science work in one of the schools, the chemistry and physics pupils began their work by spending several weeks studying the first few chapters in the chemistry and physics textbooks and in becoming acquainted with the laboratory. When the students had developed confidence in working in the science classroom, they considered the desirability of working on certain problems related to their own personal activities, to the home, or to the community. Plans were made for giving careful consideration to problems of value. A committee of students was selected to check with each individual on a problem as to its personal value, value to home, or value to community. If this committee saw fit to O. K. the problem selected, it then came



to the teacher of the science class for consideration. If she approved it and the plan of attack that the pupil wanted to use, he was at liberty to begin work on the problem. This procedure was carried out and efforts were made by teacher and pupils to evaluate results. The results indicated that the interests of members of the science class had been broadened by careful, thorough and persevering study of one or more problems and the mastery of subject-matter to get a workable knowledge of the details of the problem. Teacher and students felt that this work contributed to thinking through difficulties, perseverance, and broadening of the interests of members of the science class. During the year the aggregate number of problems worked on by students of both classes was one hundred and ninety-seven. Problems in physics included such things as repairing electric clipper, fan, hot plate, electric motor, construction of a diving helmet, and construction of a crystal radio set. Work in chemistry included such problems as photography, preparation and use of dyes, preparation of hand lotion, tooth-powder, face powder, shampoo, roach poison, ant poison, red ink, prevention of mold on foods, and others.

## a-5

One boy secured the advertisements to be included in the school year-book. He organized a staff of five other students, sold six hundred dollars worth of ads, billed the firms, sent out letters of appreciation, collected and deposited the funds, and paid the publisher. Another student planned the subscription campaign for the annual, received and receipted eight hundred and fifty dollars, and banked it.

In the science department, the arts and crafts shop, the gymnasium, and the vocational and commercial departments, students check equipment in and out to the other students in the school, take inventory, order materials, receive money, and deliver goods when received. Care of laboratory equipment, tools, machinery, and good use of time are emphasized as characteristics of the good school citizen.

## b-14

Individuals in the home economics class worked in a number of ways for the improvement of the appearance of their homes. They coöperated with a local furniture store in the study of desirable arrangements for the various rooms of a home. They assisted those in the furniture store in arranging furniture attractively so as to demonstrate to as many people as possible attractive ways in which furniture might be arranged in homes. Students worked in groups, selecting and arranging furniture and accessories, and many of them put into practice in their homes what they had learned.

In addition to each teacher helping with guidance in her class groups, a guidance committee was appointed in 1941-42. The chairman of this committee is given an hour during the school day for this work. The main ob-

jective of this committee is to help each teacher become conscious of the needs of his pupils. Each teacher keeps a duplicate of the office records of the enrollment and schedules to use for conference and guidance. The permanent records are used in guidance. The new report system furnishes data on attendance and progress in attitudes and skills. One hundred and fifty children have asked for personal conferences up to the present time (March, 1942); seventy-five of these have returned for the second and third conference. Records have been kept and are being used for further guidance and counsel. These records indicate progress in work methods, attitudes, dependability and skills.

## c-24

The teacher had administrative duties which frequently kept her out of the room at the beginning of the period. In order to get around this difficulty she worked with her pupils and encouraged them to plan their work so that they could get started and carry on in the absence of the teacher. The pupils discovered that if they were working on well-planned projects they need not waste time in getting started. Those who were working on individual projects did not have to wait for the teacher or other members of the group. Frequently pupils who were working with a group helped other members of the group to carry out plans that had been agreed upon. A visitor from a neighboring school pointed out the extent to which these pupils helped each other locate materials and carry forward their projects. She thought this spirit of cooperation most unusual. Both pupils and teacher recognized that definite planning was responsible for the development of effective work habits. It was evident that those who were at times disorderly did not have clearly conceived and worked out plans. The pupils and the teacher agreed that careful planning had helped them in improving their study habits.

## b-14

The pupils improved their study habits and skills. The first notable change in study habits was the effort to have facts to support statements made. This effort led to more careful reading to find the facts needed. There was more use of the dictionary to find both the meaning and correct spelling of words. Five of the students spent extra time trying to improve their handwriting, their background in literature, and their ability to express ideas clearly in written or oral form. The pupils recognized that there were certain standards, such as neatness, good grammar, and correct spelling for satisfactory work. They became conscious of these standards and of their own accord sought help in achieving them. Very little work went into their folders which had not been brought to me in rough form for checking before it was put into final form for their records. At their request, we increased the number of spelling lessons from one to three each week.

The amount of copying from reference materials decreased and there were more attempts to state ideas in one's own words.

The descriptions above are samples of work under way in the schools of the Study and constitute some of the outcomes observed by those participating in the Study. This material is submitted in order to give the reader a first-hand picture of the kinds of behavior that characterize some of the pupils in the participating secondary schools of the Study. It is believed that these descriptions of things being done are records of activities under way and at the same time indications of personal, social growth of pupils.

## Section IV: Conclusion

Section I of this report indicates the nature of the Southern Association Study to be exploratory and experimental. It is shown that the schools of the Study are encouraged to rethink their procedures and curriculum offerings and investigate possibilities for making improvement. In doing this the participating schools have been assured that they will be free to try out undertakings which, after thoughtful consideration by the ones concerned—teachers, school officials, parents, and pupils—seem to have educational significance for the school and community. The decision to seek improvement, the things to be done, the way in which they are to be done, and by whom, are determined by representatives of the individual school. This is in conformity with the original purposes of the Study and with one of the most important assumptions underlying it; that is, that an effective way to bring about educational improvement is for the individual school to plan in terms of its own needs and the nature of its community.

Section I implies that the nature and purposes of the Study do not comprehend predetermined goals for the schools and that uniformity of educational programs, of curriculum content and procedures, either among the schools or within a particular school, is not one of the ends of the Study. As a matter of fact, because of the varied programs of the several schools and the varied investigations undertaken by individual teachers within these schools, there is a significant lack of uniformity in the work. Since purposes, offerings, and curriculum procedures may vary among schools and within a school, uniform testing loses much of its significance. Appraisal should, perhaps, be based more upon descriptions of steps in the development of the work of each school and evidence of the specific outcomes of this work.

The achievement test results summarized in Section II of this report are not, therefore, presented as an appraisal of the work of the Study. They do, however, answer the question, "Are pupils in the participating secondary schools of the Southern Association Study doing work in subject-matter fields comparable to that of pupils in other schools?" This question seems to be a matter of concern to many college and secondary school teachers in

the region. These teachers believe that when experimental schools begin to depart from generally accepted procedures it is desirable that evidence be collected concerning the subject-matter accomplishment of the pupils. The sample of standardized achievement test results presented for the subjects of English, mathematics, science, and social studies show that at the time given, large groups of pupils in the participating secondary schools were doing as well as or better than a majority of pupils in American secondary schools in general and in Southern high schools in particular. It seems safe to draw the conclusion that the results indicate that pupils in the experimental high schools are not lacking in subject-matter training.

Further indication of the accomplishments of pupils in the schools of the Southern Study are contained in Section III. Here the concern is with the personal-social development rather than academic achievement. The method used in this section is that of sampling teachers' descriptions of work under way in the schools. These are all suggestive of the experiences the pupils are having. The outcomes of these experiences are often reported; sometimes, however, they are left for the reader to infer.

The samples reported are taken from their contexts, thereby suffering a diminution in their value. This loss is necessitated by the purposes of this report and by the limitations of available space. Fuller evidence would contain an adequate description of work done by individual pupils or groups of pupils in a school, including a statement of purposes, details of the way the work was carried on, an account of difficulties encountered and overcome, and the attainment of desired goals.

In spite of limitations and restrictions, the materials included in Section III indicate certain things that seem to be of significance. First, they indicate an assumption by teachers of responsibility for the personal and social development of their pupils and a willingness to judge their own work or have it judged in terms of such development. Second, they suggest the breadth of the interests which the schools have and the variety of attacks being made on the problem of pupil growth. Third, they reflect an expansion of kinds of materials used in supplying educational experiences and learning situations. Fourth, they reflect greater participation by pupils in the planning and in the execution of the instructional and administrative activities of the school. Fifth, they reflect the cooperative attack of teachers, pupils, and parents in the work of school and community. Finally, when considered as samples limited primarily by the space available for reporting them, the composite picture is one indicating considerable personal, social, and intellectual development of the pupils in the schools of the Study.

In conclusion, it should be remembered that little effort has been made in this report to indicate that what has been done in the participating secondary schools of the Study is good or bad. An effort has been made to present to the reader a limited body of facts concerning the work of the Study.

Other accounts of the work will be forthcoming. Teachers and administrators in secondary schools and colleges and members of state departments of education in the region are requested to suggest the kinds of reports and ways of reporting the work of the Southern Study that will be of greatest value to them and thereby contribute to the primary purpose of the Study, the improvement of education and of living in the South.



# Higher Education in Time of War\*

BY RUFUS C. HARRIS

*President, Tulane University*

The institutions of higher education are fully aware that this is a war for our national survival. In such realization they have freely offered all their facilities to the National Government. They fully understand that every citizen and institution must take an appropriate place in its cause, despite the alleged inefficiency of many persons who may be in charge of the government machinery, and despite the opinion of many that much of the war effort has been badly managed. It is a highly technical war in respect to both military operations and industrial production. I should like this fact particularly to be understood because it has great bearing on the function of the colleges and education in general, and on the contributions expected from the men and women education employs, and from those whom they are training. It is not enough that we be willing to serve. We must find how we can best serve, and through what means. This does not mean that individual patriotism and initiative that make up the soul of a nation are not important. They are. As in the past, they are the basic factors that will enable us to win. But individual patriotism and undertaking should be organized competently into a program that will integrate all the inter-related factors that are involved. It is thought that this will be a long war. If such is expected we should be careful to distinguish between immediate and longer-range plans. There will be times ahead when the nation will need more than ever before men of understanding and men possessed of good and broad training. Therefore, to throw overboard work and effort and plans for the training of superior students who will be needed more greatly later on with increased skills likely will constitute a detriment and not a help to the national cause, whether it be done by draft boards or by any one else. The best equipment, I believe, that any one can have for military service in a technical and mechanical war such as this is a broad education, or as much training as he can obtain, plus a sound physique. I have repeatedly said that when the government calls one for war service liberal training and a rugged physical condition are the chief assets which will gain recognition for him and enable him to contribute most directly to the nation's needs.

I do not think I need to elaborate upon the prime necessity for a sound and strong body. In all of our institutions there has been introduced a

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\* An address delivered before the Commission on Institutions of Higher Education of the Southern Association of Colleges and Secondary Schools, Memphis, Tennessee, December 1, 1942. (This address was published also in the Winter, 1943, number of the *University Administration Quarterly*)

broad program of physical conditioning for all physically able male students. It should not be our purpose to overdo this matter. After all, the colleges are educational institutions primarily established to train the mind. Other institutions and devices are better established for other kinds of training. Consequently, the best program for the government to employ is one which will plan and direct students to develop a rugged body and pursue sincerely and resolutely their development and training for increased usefulness. Like every patriotic American, I desire above everything else in the world to win the war. Nothing else matters in comparison. I would like to feel certain, however, that whatever is done in its cause is reasonable, wise, fair, and necessary. I deplore the prospect of some ventures which suggest the sacrifice of some of the very things for which we entered the war. In the competition for manpower, I am afraid that one of the most important basic factors is not being given adequate consideration, i. e., our permanent and long-range need. Any manpower study should contain the basic assumption that we are fighting the war to provide us a peace, that we will need men and women broadly trained for civil responsibility, business, science, leadership and government, and that without them we will be in a bad way.

Liberal education has been a part of America from our earliest days. We are what we are because of its place in our civilization. Those who are working at the manpower problem are laying their hands on all the available men for the armed services. They are concerned with giving them just the preparation they need for such services and nothing else. It is not their job to be planning the culture and civilization of the nation. They are scarcely aware of the impact which their policies will have on liberal education. They may, perhaps, use some of the colleges in the pursuit of their tasks, as they comprehend their own special needs. There should, however, be some able-bodied young men specializing in civil government, in economics, political science, the humanities, sociology, and the skills that will be needed in maintaining our vitality and health as a democracy after the war.

I am bothered over the fact that we have no overall plan which sets our manpower schedule for the country's total needs. I am afraid that we do not really know whether we need to take this group, or that group, or other groups, including the eighteen- and nineteen-year-olds, to make soldiers of them all. Maybe we do. If we do, we should do so. I only say it is terrible and expensive folly to do so if really we do not presently need them. I am afraid there is no program of total needs being drafted in Washington. No one is speaking, as I think they should speak, for post-war America, for our future civilization. We as educators should do our duty and try to make sure that the liberal arts tradition in education, with what it represents in civilization, continues its existence. It is now more important than ever before. I am saying this not for the sake of the colleges but for the country's sake. Of course, the war should come first, but that should not mean that

liberal education must be destroyed. Certainly we expect to continue our national existence, and such existence is worth farsighted consideration and treatment. I am willing, of course, for the colleges to close their doors if such is necessary to win the war or help win it. As I see it, however, it is not class legislation, it is not special privilege, it is not contrary to the best kind of war effort for capable young men to study in college for a period as preparation for leadership during the war as well as civil leadership after the war. By study in college, I mean study in the great fields of knowledge, in the humanities, and not solely in the fields of mathematics, chemistry and physics. This may really be a long war. It would be a disaster for the war effort and for the country after the war for institutions of higher learning to be stripped of all young men above eighteen except those who are preparing for the medical profession or science. If this is done we stand on the brink of an educational upheaval which will be a calamity to the nation. All this is another way of saying that this country is faced with two grave necessities, that of defending it from without, and that of preserving in it a way of life worth defending. If we lose the latter, we will have lost the former. An indiscriminate, hurried assignment to military camps of all the eighteen and nineteen year old boys will deny to these young people the opportunity for the kind of development that is essential alike to their future lives and to the life of the nation. The army cannot supply this kind of development. It can only fit them to be soldiers. Moreover, it will mean that after the war there will be too many wrecked and thwarted lives, too many wasted men for whom society and the economic order will have no place. Such youths are not grown men. Being so young, and consequently so mentally and emotionally unstable; possessing, because of their training handicaps, so little within themselves to draw on to sustain themselves in social turmoil and personal adversity; being unable to feel a satisfying sense of usefulness in a badly upset economy which may follow the war's end; such untrained and undeveloped young people will then constitute the most fertile field for a militant fascism that this country has ever afforded. My point is that until we can be sure that the army really needs them I believe that the interests of this country, and indeed of this civilization for which the war is being fought, demand that they be allowed to grow in strength, in qualities of heart and spirit, in knowledge and understanding. I believe that history will hold us accountable if we do not have the courage and the vision to assure this.

In conclusion, I wish to speak briefly on the general place of institutions of higher education in war times. There has been much confused thinking and talk, many confused public statements since Pearl Harbor, concerning this place of the colleges and of university work in the war. Indeed it would seem that there could have been no greater confusion at the Tower of Babel

than there has been on the part of those who have chosen to speak on this subject.

Mankind's basic, organic needs and processes do not suddenly change. No upheaval, revolution or disaster, including war, can change them. War and its pursuits do indeed produce new, turbulent, revolutionary, revolting, tragic, and special circumstances, with attendant facts that are inherent in those circumstances. But still these basic needs and facts of man in his social order do not change. The clock of the ages does not stop, the hands of time are not stilled, people continue to pass on and die, bodies continue to grow and require development, as do likewise the mind and the human spirit. Consequently, all nature is not reversed and the needs of the body politic and the physical body stopped, even though such a scourge as war descends upon us. Nor do such things occur when any other peril or crisis confronts the national life, for these basic needs of man must continue to be met. Growth and spiritual development and social development are basic. The training of the intellect, the training of the mind, the training of people to think and act is no less basic. Such processes are no less necessary in time of war than in time of peace, and certainly no less necessary in a democracy in that time. Intelligent leadership obtained from an intelligent citizenry is democracy's chief requirement in war even as in peace. A condition of intelligent leadership is breadth of understanding, background, and training. This involves the adequate development of the mind. Such endeavor constitutes the purpose and reason for existence of the university in our society. Consequently, any program of education should not get too far away from its basic purposes.

Of course, the immediate and special activities involved in the immediate war needs should be undertaken as the colleges have done. But such things should not be regarded as a substitute in function, or as something taking the place of the essential purpose of education, which is the training of the impulses of conduct, and the training of people to think. All of us must be bothered, therefore, when we hear the foolish things that have been asserted that the universities in wartime should do. We can agree, of course, that some of the suggestions would be appropriate if it should be assumed that the war will be a short one, or if it should be assumed that we do not expect to continue our national existence. Obviously there would be no point in training people for future needs if they would not be needed for the future, and would play no part in it. But the intimation coming from some that the colleges should close, on the improvident notion that they are luxuries; or that they, in war, should limit themselves to the role of teaching physical education, or to that of becoming training centers for mechanics and mere technicians; or the suggestion that they should become chiefly propaganda centers, or morale units, government sounding boards—valuable as those enterprises in themselves may be—such suggestions show the most complete



and desperate misunderstanding of the function, purpose and historic mission of higher education to our national existence. There is no civilization worth the name without the things for which it stands.

Our greatest mistakes all along our national life have been in acting as though we believed that our emotions, or our naiveté, or our physical substances, or our luck would solve our great problems. Our greatest menace has been and is ignorance. Every crisis that threatens our national life, whether from depression, flood, epidemic, pestilence, or war, must be met by the minds of men, instead of by their fears, their superstitions and prejudices. This one will be no different. We must become enlightened before we can become understanding. Yes, we need all the extra and special services which the colleges may undertake to help win the war; but they will not win it. Nor will they win the peace which some day will follow. What will win it, and the peace, are educated and spiritually fortified citizens. All these special things which the colleges now undertake, sponsor, and promote, all the special services and courses are helpful, and they are manifestations of our desire to afford every possible aid in the war program. But those things do not make up the real institution of higher education. It is an intellectual center. Its purpose must be to teach people to think, and to act on the basis of rational considerations. This function and purpose is no less important in wartime than in any other time. Indeed, the things which will be of greatest value in winning the war are those things which will do this. There is the place of education in war. There is its duty. There, also, is its final security.



# Minutes of the January 6, 1943, Meeting of the Emergency Committee of the Southern Association of Colleges and Secondary Schools

10:00 A.M.

The first meeting of the Emergency Committee of the Southern Association of Colleges and Secondary Schools, held in "The Pine Room" of the Tutwiler Hotel, Birmingham, Alabama, January 6, 1943, convened at 10:00 A.M. There were present eighteen of the twenty-three members of the Emergency Committee.

President Jack was absent, his place being filled by Dr. Napier of Alabama Woman's College, appointed pro-tem by Chairman Harris of the Higher Commission. Chancellor Butts of the University of Mississippi, also absent, was represented by President Paty of Alabama University, similarly appointed. Superintendent Geiger of St. Petersburg, Florida, was absent because of personal illness. President L. H. Hubbard was absent. Two visitors were present: Dean Huntley of the University of Alabama and Executive Secretary of the Higher Commission, and Mr. Robert of Louisiana State University.

Excerpts from the minutes of the Southern Association Meeting at Memphis, December, 1942, concerning the creation of the Emergency Committee, descriptions of plans for accelerated programs sponsored by North Carolina, Louisiana, New York State, and other states were read to the committee. The matters calling the committee into being were discussed freely and the following actions taken.

Father Smith moved the approval of the North Carolina plan as submitted by Dr. J. H. Highsmith. The motion was seconded by Mr. Terry.

Substitute motion by Dr. Smithey: "That the Emergency Committee recommends that all students in the high school, or secondary school, not immediately subject to the provisions of the selective service act, remain in high school and complete, if possible, the full war time program of studies offered by the high school and thereby qualify for graduation from the high school." Seconded by Dr. J. H. Highsmith. Motion carried, vote twenty to two.

3:00 P.M.

The following resolution was passed:

"Resolved, that the resolution which was adopted as offered by Dr. Smithey this morning be interpreted to mean that this Emergency Committee does not now feel that any plan should be approved which involves a departure from Standard one of this Association."

President Goodrich C. White, President of Emory University, moved to suspend until the next meeting of the Association the interpretation of the words "as shown by examination" in the first sentence of Standard One and in the first sentence of Standard Three for Junior Colleges to mean "as shown by examination on fifteen units."

Seconded by Father Andrew C. Smith, Dean of Spring Hill College. Motion carried.

Father Andrew C. Smith, Dean of Spring Hill College, moved that the Chair appoint a Special Committee to draw up and present for approval or rejection by this Emergency Committee a plan for the examinations to be given to superior students for entrance into college after less than four years in high school.

Seconded by Doctor Raymond R. Paty, President of the University of Alabama. Motion carried.

The chairman, President George D. Humphrey, appointed a Special Committee, composed of President Raymond R. Paty of the University of Alabama, J. Henry Highsmith of the State Department of Education of North Carolina, and Mr. E. R. Jobe, State High School Supervisor of Mississippi.

#### *REPORT OF SPECIAL COMMITTEE*

(Doctor Paty, Doctor Highsmith, and Mr. Jobe)

Until the next meeting of the Association, the examinations in each state will be administered by a Special Committee consisting of the High School Supervisor, a member of the Commission from that state of the Institution of Higher Education, and a member from that state of the Commission of Secondary Schools, the latter two to be appointed by the President of the the Southern Association. To be eligible to take the examination:

1. Pupils must be sixteen years of age.
2. Pupils must have completed successfully three and one-half years of high school work.
3. Pupils must rank in upper one-third of class.
4. Pupils must have the recommendation of the high school principal, or other administrative official.

The examination will consist of standardized tests:

- a. Psychological test such as American Council Psychological Test.
- b. Test covering four years of high school work such as Cooperative Service Test, etc.
- c. Other tests to be administered by the State Committee.

Doctor William R. Smitley of the University of Virginia made a motion to accept the report of the Special Committee.

Seconded by Doctor W. J. McConnell, President of North Texas State Teachers College. Motion carried by a 10-7 vote.

President Goodrich C. White of Emory University, made a motion for reconsideration of the question of interpretation of the report of the Special Committee on the examination of high school seniors.

Seconded. The roll was called and the motion was carried by a unanimous vote.

Doctor W. J. McConnell, President of North Texas State Teachers College: "In lieu of the motion that was made and seconded, I make a substitute motion which provides for thanking the Special Committee for its services rendered, accepting the report, but rejecting its recommendations."

Seconded by Mr. R. R. Vance, Supervisor of High Schools, State Department of Education of Tennessee. Motion carried.

Chancellor Oliver C. Carmichael of Vanderbilt University made a motion that this Emergency Committee recommend that the colleges, universities, and secondary schools of the area cooperate with the Army Institute in its plan for accrediting war work.

Seconded by Doctor J. Henry Highsmith of North Carolina. Motion carried and the Executive Secretary was instructed to send a copy of the motion to Colonel Spalding.

President Rufus C. Harris of Tulane University offered the following resolution: "The Emergency Committee of the Southern Association in a special meeting at Birmingham, Alabama, on January 6, 1943, expresses itself as believing that the presently announced training plans of the Army and Navy do not provide fully for civilian and industrial needs and respectfully urges that the War Manpower Commission consider the establishment of an Over-all Student Corps which will make provision for industrial and civilian needs as well as those of the armed forces."

Seconded. Motion carried.

Meeting adjourned.



## EDITORIAL NOTES

### This Issue of the QUARTERLY

It is customary to devote the May issue of the QUARTERLY to the addresses delivered at the annual meeting. We are departing from this custom for two reasons: in the first place, the Memphis meeting dealt with a greater number of important committee reports and included fewer addresses than usual; and in the second place, most of the addresses that were delivered—for example, the President's annual address and Senator Chandler's—dealt so directly with current events that their timeliness would have suffered by delaying publication until the May number. Publishing so much of the material in the February number enlarged that issue at the expense of this, but we still have space to publish the excellent report of the Commission on Curricular Problems and Research, entitled "Some Evidences of Student Achievement in the Participating Secondary Schools of the Southern Association Study," submitted by Dean Hoke and Professor Parker. We commend the report to the careful consideration of all our readers.

### The August Issue of the QUARTERLY

The August issue of the QUARTERLY will also be devoted primarily to reports compiled by the Commission on Curricular Problems and Research and by Secretary Frank C. Jenkins of the Commission on Secondary Schools, dealing with the war efforts of schools, colleges, and state departments of education. Any person connected with a member school of the Association who knows of material that should be included in the August issue is requested to forward it at once to Dr. Frank C. Jenkins, Secretary of the Commission on Secondary Schools and Director of the Southern Association Study, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

The August number will continue the section of the QUARTERLY designated as "Builders of the Southern Association." School and college officials are invited to send records not previously published (see issues for February and November 1939, pages 47-83 and 475-479; February 1939, pages 107-156; February and November 1940, pages 82-99 and 598-614; August 1942, pages 400-414) giving the services of staff members who have been in the employment of member institutions as many as twenty-five years. An outline of the information appropriate is found on pages 401-402 of the August 1942 issue of the QUARTERLY.

### "Some Evidences of Student Achievement in the Participating Secondary Schools in the Southern Association Study"

Attention is called to the report submitted by Dean Hoke and Professor Parker in this issue of the *QUARTERLY*. It is interesting to observe that the report sets forth the superior standing of pupils in the participating schools as measured by ordinary standards accepted before the Study was made. We think this is a wise approach. Of course, those conducting an educational experiment cannot base their entire case on merely doing traditional things as well as they have been done, or merely doing them somewhat better. But progressive educators have frequently made the mistake of ignoring old standards before they have established new in the minds of their constituency. After all, if the community insists on accurate teaching of spelling and arithmetic and the fundamental understandings of good English, the school may well put a little time in convincing the community that these things are being well taught *in addition to* developing the students' initiative and doing the other good things in which the enthusiastic educator is especially interested. In the first place, the teacher is an employee of the community, employed with some fairly definite idea on the part of the community as to some things he is expected to do. These things usually include teaching what have come to be regarded as the fundamental subjects with some degree of accuracy. The expectation of the community that these things be taught well should be met. After meeting these requirements—however minor they may seem to the enthusiastic educator—there will still be time for him to do all the other good things in the way of developing his students which the community has not yet been taught to appreciate.

In the second place, it is wise for those engaged in educational experimentation to meet currently accepted standards as a prerequisite to meeting still larger responsibilities, because the failure to meet modest traditional standards, unfortunately, has a tendency to throw too many of the lazy and incompetent teachers (if any there be) into the ranks of the progressives. Just in so far as the progressive educator leaves the impression that accuracy and mastery in the traditional subjects is a matter of little importance, just to that degree does the indolent or incompetent person, who has tried to teach the old subjects and has failed, tend to become an enthusiastic apostle of broader education. Unfortunately, the broader education is sometimes judged by this type of apostle. Unfortunately, also, when there is a reaction against the work of these sloppy practitioners who become so vocal in supporting educational experiments, sincere progressives are inclined to regard these incompetents as the victims of their progressive attitudes instead of realizing that they have been just as incompetent in carrying on the new as they ever were in carrying out the old.



We think Dean Hoke and his co-workers do well to emphasize the fact that their attempt to achieve broader results in Southern education does not in any way mean that old standards of achievement in traditional subjects are to be lowered. As the United States Navy has insistently pointed out the past two years, good character, intelligent curiosity, and all the ideals of the new education are in no sense a substitute for an accurate knowledge of mathematics.

### On the List of Member Colleges

The list of member junior colleges published in the February number of the *QUARTERLY* should have carried the name of

Andrew College, Cuthbert, Georgia, S. C. Olliff, President (1927).

(See pages 89 and 178 of the February issue citing action of the Association on recommendation of the Commission on Institutions of Higher Education). Congratulations to President Olliff and the friends of the College.